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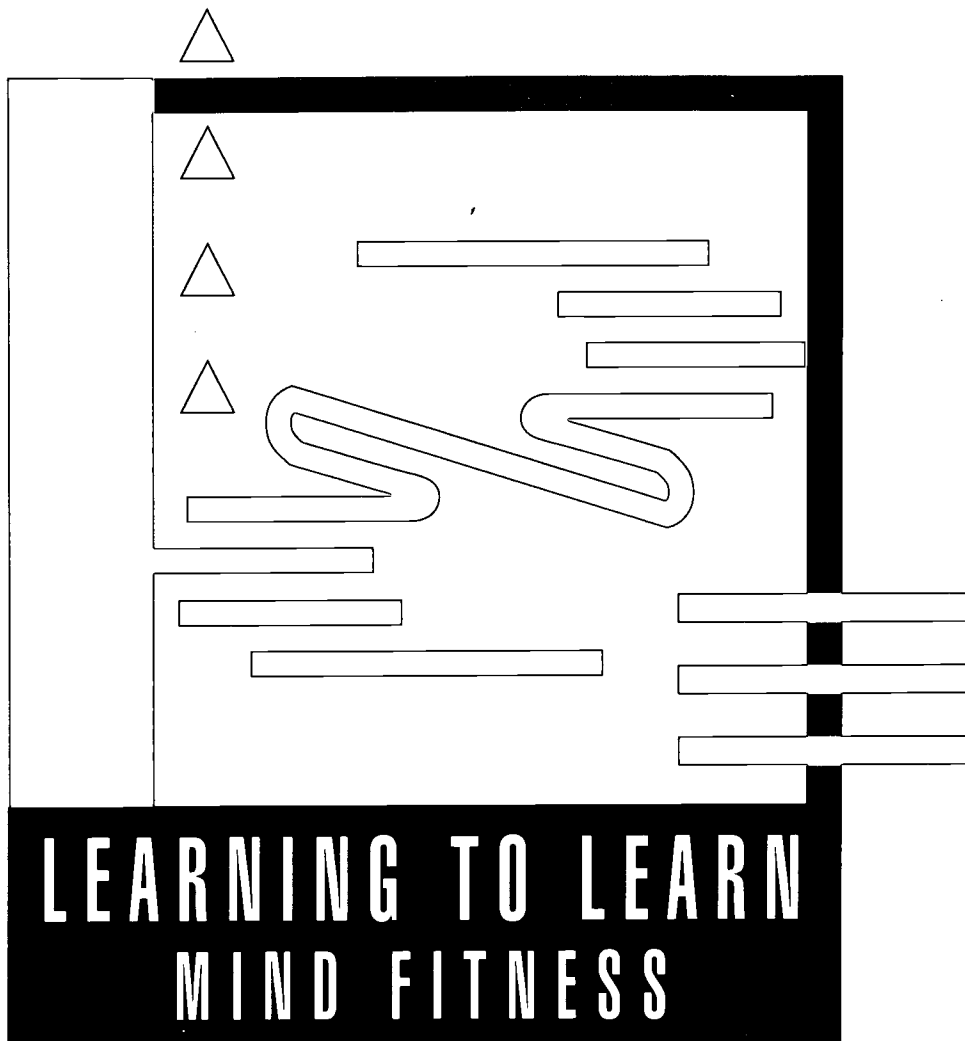
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## ABSTRACT

One of a series of workplace education modules, this document presents the Mind Fitness module, designed to help determine students' learning styles and create successful learners in the workplace. An introduction describes the framework of the module, indicating that it utilizes four types of exercises to work with feeling-directed, intellect-directed, body-directed, and intuition-directed learning styles, respectively. The first section, a learning check-up designed for feeling-directed learners, presents information on why learning is important with exercises that allow students to share past learning experiences. The second section presents warm-up exercises designed for intellect-directed learners and includes activities related to determining students' learning style, identifying with specific learning styles, and solving time management issues. The third section is focused on "doers," or body-directed learners, and includes activities related to understanding how different learners approach problems, understanding how learning styles affect communication, and observing different learning styles in decision-making. The fourth section, geared toward intuitive learners, provides activities related to stimulating creative thinking, understanding listening techniques, becoming aware of learning potential, and practicing prioritizing goals. The final section provides instructors with additional activities for developing Mind Fitness classes. Contains 17 references. (AJL)

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# LEARNING TO LEARN

## MIND FITNESS

By  
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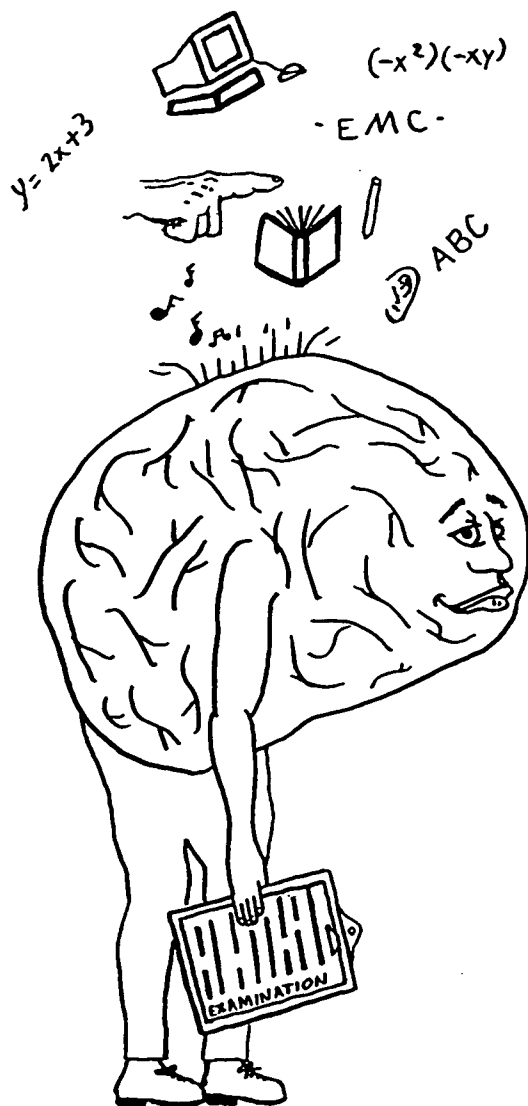
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# MIND FITNESS-----



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EPIC WORKPLACE LEARNING PROJECT 1995  
US DEPARTMENT OF EDUCATION

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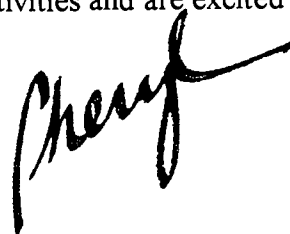
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# Title Page

MIND FITNESS is a class designed to equip students from any workplace setting to develop their own fitness plan. The students will identify their learning styles and raise their awareness of how to work with other employees who have different learning styles. In today's world of work employees must learn how to adapt to the changing environment and demands of the workplace.

Our experience teaching on-site at various companies has provided us with activities that can be utilized by any college, any university, or any company. The activities were built around the "student-centered" teaching model. We believe that to reach all students in the classroom a teacher must address all of the different learning styles. We have enjoyed teaching these activities and are excited to share our fun.

\*Cheryl



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# Introduction

New equipment, new computers, new self-directed work teams, new international standards, new supervisors, new co-workers, new security procedures, new expectations of the organization to use your “mind power”, and a new *concept of a company as a learning organization*. The new *learning organization* expects employees to solve problems, be team players, make decisions, and create new ideas. *Learning Organizations* do not want employees to just “check in” their minds at the beginning of the day; rather they want employees to **utilize their minds**. All of these “new” expectations add up to a challenging and changing workplace. New demands on quality and competition require employees to upgrade their skills constantly. How do employees and companies survive in the new workplace? **By learning.**

*The only real security individuals and companies now have is based on what they know and what they can learn. The future belongs to the learner.*

Bob Steinbach

*Mind Fitness* combines individual learning styles and organizational learning needs. Learning becomes a *workout session* for both the individual and the organization. The individual is learning how to stretch and expand the mind. The organization is learning to stretch and to stay in *shape* for competition and for success. This changing era is forcing individuals and organizations to learn in new ways. That’s the focus of this module: to create successful learners by using fun and active techniques and exercises that accommodate all learning styles.



Learning provides an employee with the ability to acquire a new skill, to update skills, to gather information, and to adjust to a changing workplace. Learning opens a *gym* of opportunity to an individual. Learning can provide opportunities to grow in the world of work, to grow individually, to grow socially, to grow as a partner or parent, and to grow emotionally. Learning is within the learner because the learner determines the value and usefulness of the information. In the long run, learning is an investment in one's self.

*The old dog can learn new tricks but the answer is not a direct and simple one. It appears that the old dog is reluctant to learn new tricks. He is less likely to gamble on the results, particularly when he is not convinced that the new trick is any better than the old tricks, which served him so well in the past. He may not learn the new trick as rapidly as he did in the past, but learn it he does. Further, the best evidence seems to indicate that if he starts out as a clever young pup, he is very likely to end up as a wise old hound.*

*-Leadfor J. Bischof*

In today's world of work, a *learning organization* is part of the business language. The learning organization is in a constant mode to improve business by learning techniques that will help it to develop successfully. The *learning organization* is seeking knowledge in new technology, in new strategies of competing in a world wide economy, in new ways of promoting team effectiveness, and in new techniques to help its staff become *learning* employees.

*Organizational learning is a matter of acquiring, creating, and then disseminating knowledge that yields new and different behavior.*

*-Robert P. Mai*

The Mind Fitness class has used the framework of four resources in determining learning styles. They include:

Section:	4MAT	Carl Jung	David Kolb	Robinson
The Learner Check-Up	1: WHY?	Feeling-directed (Feeling)	Divergers Imaginative	Feeler
The Warm-Up	2: WHAT?	Intellect-directed (Thinking)	Assimilators Theoretical	Thinker
Stretching Your Learning	3: HOW?	Body-directed (Sensing)	Convergers Practical	Doer
Putting Your Learning Style to Work	4: WHAT IF?	Intuition-direction (Intuiting)	Accommodators Intuitive	Intuitor

*Learning doesn't happen in some organizations and not in others. To designate any one company as a learning organization and by implication to relegate others to the status of nonlearning is simply wrong-headed and dysfunctional. What does seem to happen is that learning may happen more quickly, or more thoroughly, with more lasting effect, in some organizations than in others. But all organizations engage in it, even the ones that seem unable to change in the face of new technology, or adapt to new market conditions, or succeed against new competition.*

*-Robert P. Mai*

*Mind Fitness: Exercising Your Mind* is a module that will assist an instructor who is developing a class or seminar to *work out the mind*. The word *fitness* was chosen because the *exercises* provide the mind with a chance to become healthy and active. *Mind Fitness* provides *exercises* instructors can use to develop a class or seminar tailored to any organization. This module is divided into five parts. The first four parts, *The Learning Check-Up*, *The Warm Up*, *Stretching Your Learning Style*, and *Putting Your Learning Style to Work* provide exercises for different learning styles.

❶ *The Learning Check-up* includes:

- Presenting information about why learning is important
- Sharing past learning experiences

❷ *The Warm Up* includes:

- Learning Exercise- 4MAT or LSI
- Providing facts on learning and the mind: The Learning Cycle

❸ *Stretching Your Learning Style* includes:

- Utilizing your learning style in the work setting
- Determining how to use information for your benefit

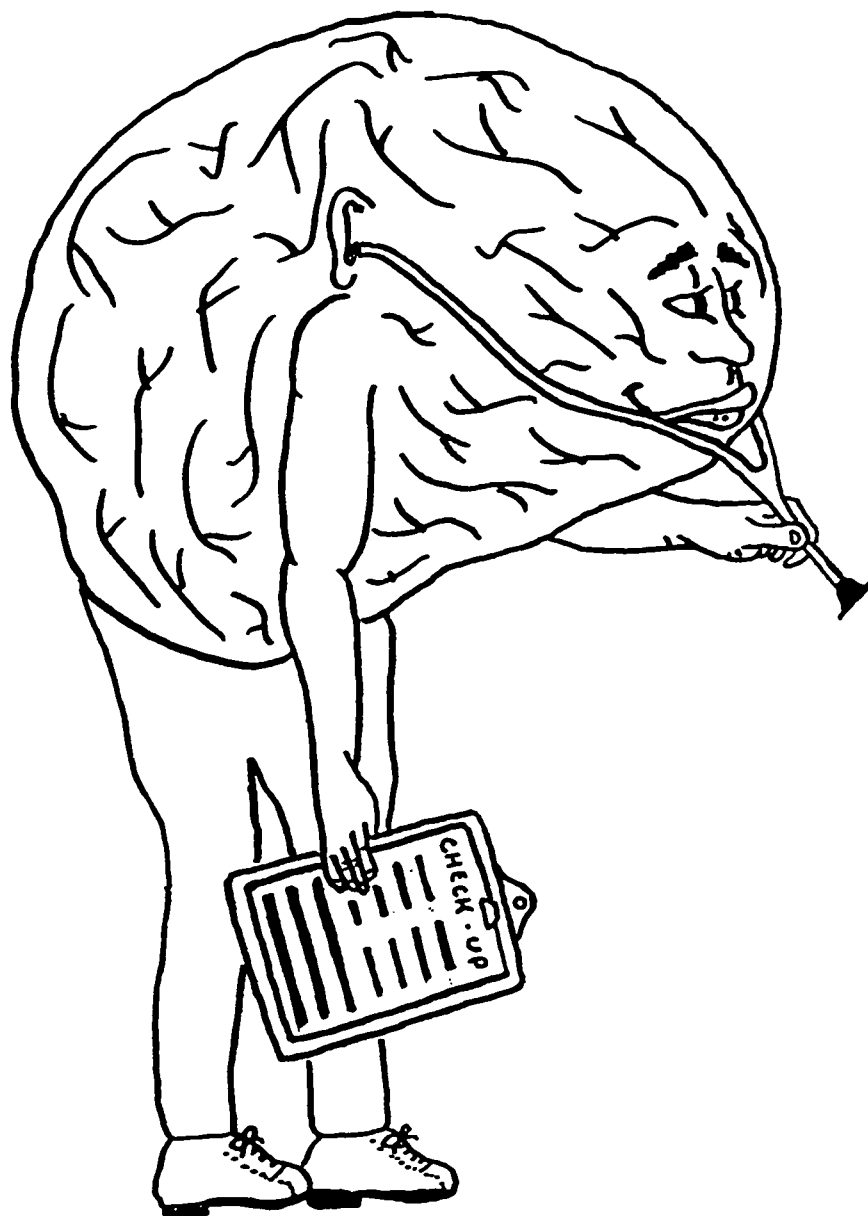
❹ *Putting Your Learning Style to Work* includes:

- Gathering Information
- Making Decisions
- Learning Map - Goal Setting

The fifth section, *The Sports Bag*, will provide additional resources and information to develop your own *Mind Fitness* class. Come on, let's start the *Learning Check Up*.....

# MIND FITNESS-----

## THE LEARNING CHECK-UP



The purpose of life, after all, is to live it, to taste experience to the utmost, to reach out eagerly and without fear for newer and richer experience.

—*Eleanor Roosevelt*

The Learning Check-up provides an opportunity for the student to find the answer to “Why” about their learning style. The activities provide meaning and involvement of the students’ learning experiences.

# LEARNING EXAMINATION

**Learning Goals:**

- To discuss students' learning experiences
- To become aware of positive learning experiences

**Group Size:** 4 or more students

**Time:** 20 minutes

**Preparation and Materials:** Paper, flip chart, markers  
Handout

## Learning Activity:

Ask students to think about something they learned easily and why it was easy to learn. Then, ask students to think about something that was difficult to learn and why it was hard to learn. Have the students write down their thoughts. Then, they will introduce themselves briefly and share a learning event. Discuss the variety of learning experiences shared by the class and relate them to learning styles. List the "whys" and "whats" on a flip chart. Use this information to describe the different learning styles: kinesthetic, visual, audio.

### \* Discussion Questions

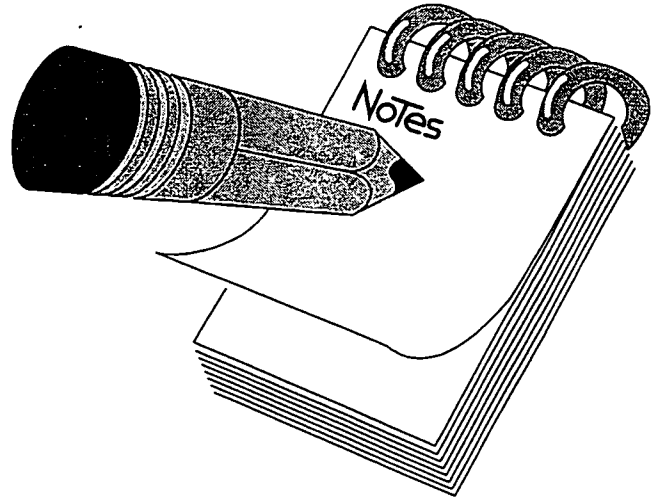
1. What was easy to learn?
2. Why was it easy to learn?
3. What was difficult to learn?
4. Why was it difficult to learn?
5. What are common experiences?

### \* Variations

This exercise could relate specifically to a work situation.

**Remarks:** Having the students utilize their different learning experiences demonstrates the importance of learning in the students' daily lives as well as in their life-long plans.

**References:** None



**Describe something you learned  
to do easily.**

***Why was it easy to learn?***

**Describe something you had  
difficulty learning.**

***Why was it difficult to learn?***

**A man paints with his brains and not with his hands.  
Michelangelo [Buonarroti]**

# LEARNING X-RAYS

- Learning Goals:**
- To compare positive learning experiences with work experiences
  - To become aware that learning is happening every day/week

**Group Size:** 4 or more students

**Time:** 20 minutes

**Preparation and Materials:** Handouts

**Learning Activity:**

Ask the students to write about something they learned during the last week. Also, have them describe the teaching process. How did they learn the task? Use the students' responses to the discussion questions to develop a list of tasks, to find out how they were learned, and to discuss if they were difficult to learn.

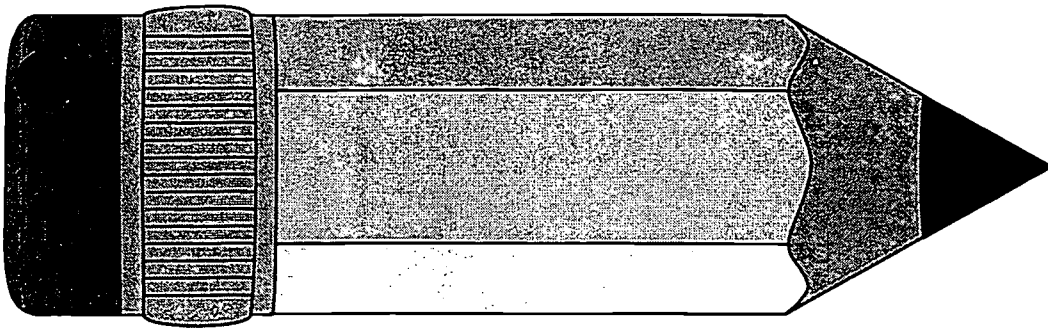
- \* Discussion Questions**
1. How was the task presented to you?
  2. Who taught you?
  3. How did you learn the task?
  4. How did you respond?
  5. Was it hard to learn?
  6. What would have made it easier to learn?

**\* Variations** None

**Remarks:** None

**References:** None





# **WRITE:**

**Describe something that you learned during the last week.**



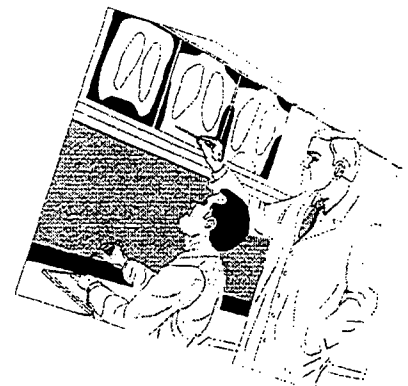
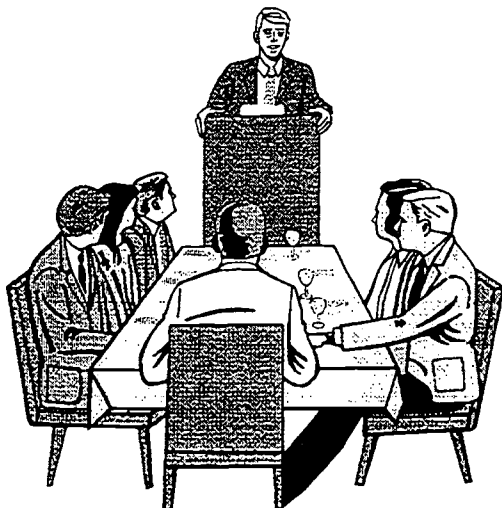
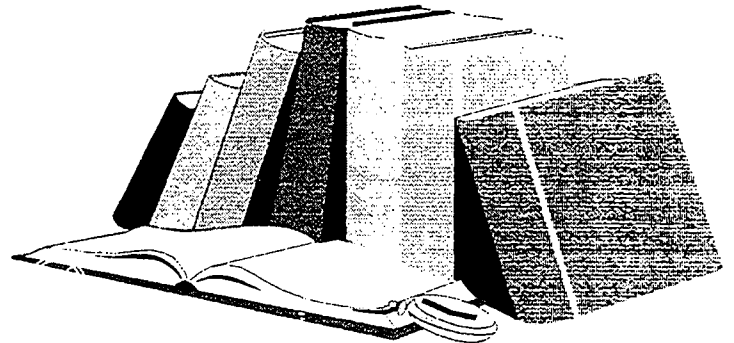
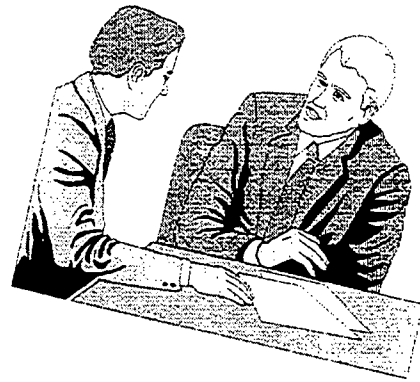
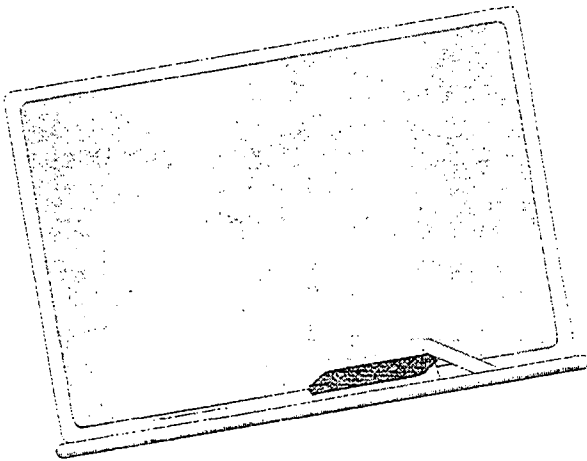
**How did you learn it?**

**Was it easy or hard?**



**Learning is a treasure which accompanies its owner everywhere.**  
**Anonymous**

When learning a new job or  
a new game, how do you  
like the information given  
to you?



## CHECKING STYLES

**Learning Goals:** • To identify students' visual, auditory, and kinesthetic characteristics

**Group Size:** 4 or more students

**Time:** 15 minutes

**Preparation and Materials:** Handouts

**Learning Activity:**

Have the students think about their previous learning experiences and identify which senses they used to learn. Most students learn by watching, reading, listening, or touching. Review the list "Characteristics of Learning by Senses." Divide the students into groups of three or more. One person is the observer. Have the students create a craft (for example, a card, or letter, a flyer, etc.). The observer will examine the characteristics of the other team members relating to visual, auditory, or kinesthetic. Follow the craft session with a discussion of the observations.

- \* Discussion Questions**
1. What characteristics relate to your learning experiences?
  2. Which characteristics do you feel comfortable using?
  3. What characteristics are not comfortable and when have you had to use them?

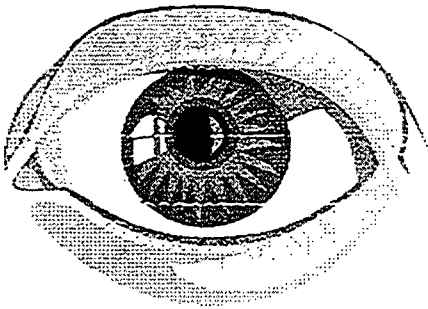
**\* Variations** Experiences can be related specifically to work situations.

**Remarks:** None

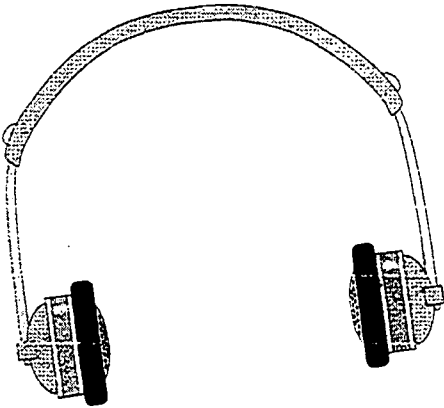
**References:** None

**REMEMBER:**

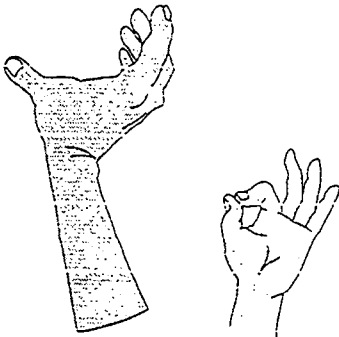
# **Characteristics of Learning by Senses:**



**= VISUAL**



**= AUDITORY**



**= KINESTHETIC**

# CHARACTERISTICS OF LEARNING BY SENSES:

*People use their senses as they learn. Most people learn by watching or reading, listening, or touching. We refer to the following three ways of learning: visual, auditory, and kinesthetic. Learning efficiency improves when all three characteristics are used together. To help you determine your own learning style, highlight the following characteristics that describe how you most like to learn.*

## VISUAL:

☐ prefers to watch first, then do

☐ stays focused on the task

☐ notices details .

☐ careful about appearance

☐ good speller

☐ remembers faces

☐ quiet by nature

☐ good handwriting

☐ organized, likes things neat

☐ good at puzzles

☐ enjoys reading

☐ memorizes by seeing

## AUDITORY:

☐ prefers to have instructions given verbally

☐ easily distracted

☐ enjoys listening to books on tape

☐ hums or sighs, often without realizing it

☐ poor speller

☐ sometimes has trouble with written instruction

☐ outgoing by nature

☐ enjoys talking

☐ distracted by noises

☐ likes rhythm

☐ likes to be read to

☐ memorizes by hearing

## KINESTHETIC:

☐ prefers to learn by doing

☐ likes to be in motion

☐ uses hands while talking

☐ dresses for comfort

☐ poor speller

☐ touches people while talking

☐ outgoing, often very expressive emotionally

☐ likes to try new things

☐ likes activities and piles

☐ enjoys dramas

☐ low interest in reading

☐ memorizes by doing

# THE LINE UP

<b>Learning Goals:</b>	<ul style="list-style-type: none"> <li>To self-assess skills</li> <li>To introduce yourself to the class</li> </ul>
<b>Group Size:</b>	6 or more students
<b>Time:</b>	15 minutes
<b>Preparation and Materials:</b>	Masking Tape (optional)

## Learning Activity:

Ask the students to line up along a masking taped line (that you have put down prior to class) or an imaginary line that you create for them in their mind's eye. They should line up according to longevity with the company (longest to shortest). Have the students introduce themselves and share information on why they want to take the class. Then, ask students to rearrange their order based on when they were last in school or training—from most recent to least recent. Finally, ask them to move around the continuum based on their reactions to the following questions:

- |                               |   |
|-------------------------------|---|
| <b>* Discussion Questions</b> | <ol style="list-style-type: none"> <li>1. If one end of the line is "I loved school" and other end is "I hated school," where do you belong?</li> <li>2. How do you feel about learning? Why are you where you are in line?</li> <li>3. What's your favorite learning experience? Your least favorite?</li> </ol> |
|-------------------------------|---|

<b>* Variations</b>	None
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<b>Remarks:</b>	Good introduction activity and ice-breaker.
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<b>References:</b>	None
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# STRUCTURE PICTURE

<b>Learning Goals:</b>	<ul style="list-style-type: none"> <li>To visualize the structure and culture of the workplace</li> </ul>
<b>Group Size:</b>	4 or more students
<b>Time:</b>	30 minutes
<b>Preparation and Materials:</b>	Flip chart, colored markers, colored paper, stickers, tape, glue, scissors, string, etc. for creative work

## Learning Activity:

Ask the students to think about the culture and structure of their workplace. Have the students work together to draw a visual representation of the structure and culture. If the class is large, split them into groups and have them work separately. When each group has finished, they will present their picture to the class.

### \* Discussion Questions

1. Who works in teams?
2. Is work centralized or departmentalized?
3. Who solves problems in your workplace?  
Individuals or teams?
4. Where do you fit into this picture?
5. Would you like this picture to look differently?  
Why?

### \* Variations

If students are from one area or department, have them look at the structure and culture of their department.

**Remarks:** This activity encourages a right-brain method of building awareness of workplace structure.

**References:** None

# FACE PLATES

<b>Learning Goals:</b>	• To address feelings about a variety of learning issues
<b>Group Size:</b>	4 or more students
<b>Time:</b>	20 minutes
<b>Preparation and Materials:</b>	Paper plates, masking tape, colored markers Overhead

## Learning Activity:

Give each student a paper plate and some colored markers. Ask them to draw a face that represents how they feel about learning (or any topic about which you want them to address their feelings or perceptions). When everyone has drawn a face, tape them to the wall and create a "gallery." Ask the students to volunteer to identify their faces. Discuss the information from each student's anecdote.

### \* Discussion Questions

1. How do you feel? Why?
2. What was your best/worst learning experience?

### \* Variations

None

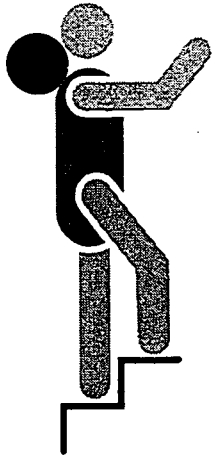
## Remarks:

This is a right-brain exercise used to introduce the members of any class. It's a good ice-breaker. Leave the faces up until the end of the course and as a wrap-up, ask the students how they feel about learning (or whatever activity) now.

## References:

McCarthy, Bernice. *The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques*, EXCEL, Inc., 1987.





# Mind Fitness

● On the plate  
provided  
draw how you  
feel  
about  
learning

●

# JUMPING JOURNAL

**Learning Goals:**

- To record the students' experiences and comments
- To reflect on learning experiences

**Group Size:** 4 or more students

**Time:** 15 minutes

**Preparation and Materials:** Paper, pencil/pen  
Handout

**Learning Activity:**

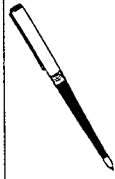
Have the students record comments about the class, what they've learned, and how they can use their new skills on the job.

**\* Discussion Questions** None

**\* Variations** None

**Remarks:** Give the students the last 15 minutes of the session to record how they felt, what they thought and what they experienced in class. Also, encourage the students to write down their learning experiences throughout the week. Have them share what is comfortable during the next session.

**References:** None



# YOUR JOURNAL:

*Write about your learning experiences in the next week...*



## KEEPING A REFLECTIVE JOURNAL

One useful way of keeping track of what you are learning is to keep a personal journal or log of your activities. This will force you to think about your experiences and can help provide insight into what you are experiencing and how you are feeling about it.



✍ Your journal can take many different forms. However, a few ingredients are essential. Probably the most important advice to journal writers is that you do not edit as you write. Instead, you should write your thoughts freely, without regard to syntax, spelling or punctuation. Editing can be done later, if you wish. The point is not to stop the flow of your thoughts. Other requirements of journal writing are candor and keen use of your senses and observation skills. Not only will your writing be more interesting as you develop your senses and observational powers, but also your experience will be enhanced as well.

✪ **REMEMBER: IT IS IMPORTANT THAT YOU NOT THINK OF YOUR JOURNAL ONLY AS A WORK LOG IN WHICH YOU ITEMIZE AND RECORD EVENTS, TASKS AND STATISTICS.** Thinking of your journal as a reflective and analytical activity allows you to grapple with problems and frustrations as well as identify your accomplishments and other positive learning experiences. The journal is your means of charting your growth and development daily both academically and personally.

☺ You will find the journal less of a chore if you take a few minutes at the end of each day to review your learning objectives and reflect upon your daily experiences.

---

### ➡SUGGESTIONS FOR A DAILY JOURNAL◀

- What's the best thing that happened today/this week?
- What's the most difficult/satisfying part of your work? Why?
- What do you think is your most valuable/valued contribution?
- Tell about a person at work who you find interesting/challenging to be with.
- How do people at work treat you? How do they see your role? Is this congruent/in conflict with how you see your role?
- What kind of people does it take to be successful at the kind of work that the department does?
- Could you do this?
- Did you take or avoid taking risks this week?
- Did you receive any compliments/criticisms? What did you learn from these comments?

# THE GYM

<b>Learning Goals:</b>	<ul style="list-style-type: none"> <li>• To list questions</li> <li>• To list ideas</li> </ul>
<b>Group Size:</b>	4 or more students
<b>Time:</b>	The entire class
<b>Preparation and Materials:</b>	Flip chart, paper, post-it notes, pens

## Learning Activity:

During class, students are encouraged to write questions and ideas about the class or topic on post-it notes. The students place their notes on the flip chart paper (the gym). The instructor answers their questions or addresses their concerns at the end of each class session or at the beginning of the next class section.

<b>* Discussion Questions</b>	None
<b>* Variations</b>	Also known as the "Parking Lot"

**Remarks:** This exercise is a way to gather students' questions and/or ideas that are perhaps off-the-topic. The post-it notes provide an opportunity for students to jot down their questions or ideas without interrupting the current topic. This method also provides students who prefer to write an opportunity to express their ideas.

**References:** None

# GOALIE CARDS

**Learning Goals:** • To set goals for training

**Group Size:** Any

**Time:** 10 minutes

**Preparation and Materials:** Index cards  
Handout: *Goalie Cards*

## Learning Activity:

First Session: Give the students the handout. The pre-evaluation is really a form of self-assessment. The students are asked to list goals for the class on index cards and assign numerical weights to them.

Last Session: The students re-examine their cards and assign numerical weights to their progress.

- \* Discussion Questions**
1. What areas on the handout do you want to improve?
  2. Did you improve your skills?
  3. What prevented you from attaining your goals?

**\* Variations** None

**Remarks:** You should use this exercise during the first and last class.

**References:** None

# GOALIE CARDS

## MIND FITNESS

DATE: \_\_\_\_\_

GOALS:	1 20%	2 40%	3 60%	4 80%	5 100%
I need to improve my communication skills					
I need to improve my productivity					
I need to improve my work attendance					
I need to improve my self-esteem					
I need to expand my mind					
I need to improve my memory					
I need to improve my decision-making skills					
I need to improve my problem-solving skills					

List an example of four action steps required to attain your goal.

- 1.
- 2.
- 3.
- 4.

# WHO AM I?

- Learning Goals:**
- To clarify and identify personal values and roles
  - To practice prioritizing roles and goals

**Group Size:** Any

**Time:** 15 - 20 minutes

**Preparation and Materials:** None

**Learning Activity:**

Ask students to think about their “roles” in life. Another way to get at this is to ask the question “Who am I?” The list may include: employee, mother, sister, friend, member of volleyball team, etc. Write an example on the board if necessary. After students have finished the list, have them prioritize these roles.

- \* Discussion Questions**
1. Does the priority order of the roles change?  
Weekly, daily, yearly?
  2. How does this information help you plan your time?
  3. Which role is most important to you this week?  
What can you plan to do this week that will contribute to your success in this role?

**\* Variations** None

**Remarks:** This activity is helpful for students when they are having difficulty identifying long-term goals and values. For some students, it is easier to look at their current roles instead of future possibilities.

**References:** Covey, Stephen R. *The Seven Habits of Highly Effective People*. Simon and Schuster, New York, 1989.



## ACTION CARDS

**Learning Goals:**

- To apply learning at work
- To begin goal setting

**Group Size:** Any

**Time:** 20 minutes

**Preparation and Materials:** Markers, index cards  
Handout: *Action Card*

### Learning Activity:

Divide students into pairs. **PLAN:** Have each partner describe how they can apply what they have learned in today's session on the job. Have each student write on the action card how they plan to apply what they learned today. Be specific. **ACTION:** Have each student take their action card back to work and practice. **RESULT:** At the next session, have students write what happened on the back of their action card. Follow with discussion questions.

- \* Discussion Questions**
1. Were you able to practice?
  2. If not, why?
  3. What skill did you practice?
  4. How did it work?

**\* Variations** None

**Remarks:** None

**References:** Lisa Travis, Instructor  
Pikes Peak Community College  
Colorado Springs, CO

## ACTION CARD

- ① **Plan:** Describe to your partner how you can **use/apply** what you have learned today at your job. Write on your action card how you **plan** to use/apply what you have learned today. Be specific!
  
- ② **Action:** Bring your card back to work and practice! Implement your plan!
  
- ③ **Result:** Write on the back of your action card what happened. Were you able to practice? If not, why? What skill did you practice? How did it work?

## YOUR FITNESS CHART

**Learning Goals:** • To acquire information about students

**Group Size:** Any

**Time:** 10 minutes

**Preparation and Materials:** Handout: *Your Fitness Chart*

**Learning Activity:**

Give the students the handout for further information.

**\* Discussion Questions** None

**\* Variations** None

**Remarks:** None

**References:** None

## Your Fitness Chart

### Mind Fitness

Looking back over your career and life, identify your two most significant or helpful learning experiences and the least significant or least helpful learning experiences.

Most helpful	Least Helpful

What do you think you learned from these experiences?

--

## **Your Fitness Chart**

### **Mind Fitness**

**We'd like to get to know you. Please answer the following questions:**

**Name:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Job:** \_\_\_\_\_

**Is English your first language? Yes** \_\_\_\_\_ **No** \_\_\_\_\_

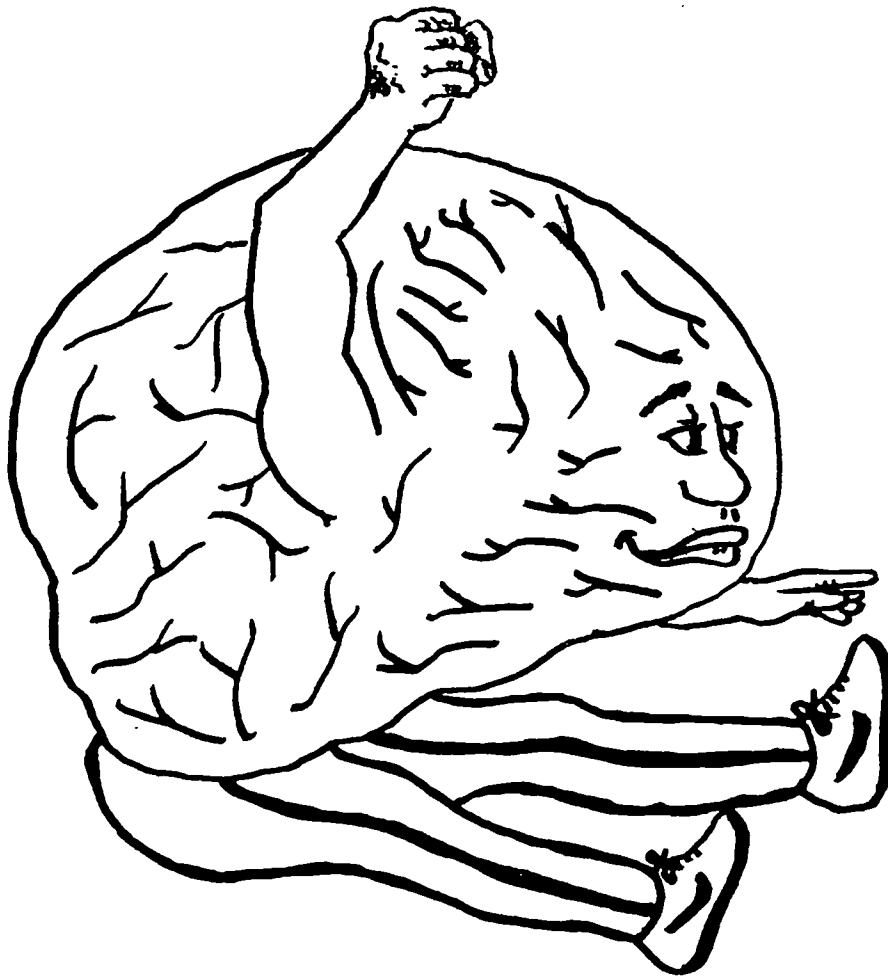
**What were your reasons for taking this class?**

**What is the best way for you to learn new information?**

**How is learning new things different for you now than when you were younger and in school.**

# MIND FITNESS-----

## THE WARM-UP



By his ability to reason, his power of memory, and his gift of imagination, man transcends time and space. As marvelous as are the stars is the mind of man that studies them.

—*Martin Luther King, Jr.*

The Warm-up provides an opportunity for students to find out “What” about their learning styles. The activities provide students with facts and knowledge about their learning style.

## PERSONAL PIE CHARTS

**Learning Goals:** • To examine how much time is spent learning

**Group Size:** Any

**Time:** 20 minutes

**Preparation and Materials:** Flipchart paper, colored markers

**Learning Activity:**

Ask the students to think about something that they know a lot about. Have them draw a pie chart of how they learned about that thing—what percentages go to reading, listening, hands-on activities, talking to other people, writing, etc. Have each student choose his/her own categories. The students may color their pie charts. Have them share their charts if they wish.

**\* Discussion Questions**

1. Does your pie chart look balanced? Is one section dominating the others?
2. Does your largest section represent an activity you enjoy? Why?
3. Can you think of other ways you could learn more about this topic?

**\* Variations**

The instructor can create his/her own pie chart to model the activity to the students.

**Remarks:** None

**References:** None



# LEARNING STYLES

<b>Learning Goals:</b>	• To determine students' learning style
<b>Group Size:</b>	2 or more students
<b>Time:</b>	45 minutes
<b>Preparation and Materials:</b>	4MAT Learning Inventory or LSI (Learning Style Inventory) Overheads

## Learning Activity:

Distribute the Learning Style Inventory or 4MAT Learning Style to each student. Have each student complete his or her inventory and score it. Discuss the 4MAT or LSI quadrants.

<b>* Discussion Questions</b>	None
<b>* Variations</b>	None

**Remarks:** None

**References:** McCarthy, Bernice. *The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques*, EXCEL, Inc., 1987.  
Kolb, David & Donna M. Smith. *Users Guide for the Learning-Style Inventory*, McBer and Company, 1986.

# THE FOUR LEARNING STYLES

**4:  
WHAT  
IF?**

**1:  
WHY**

**4MAT**

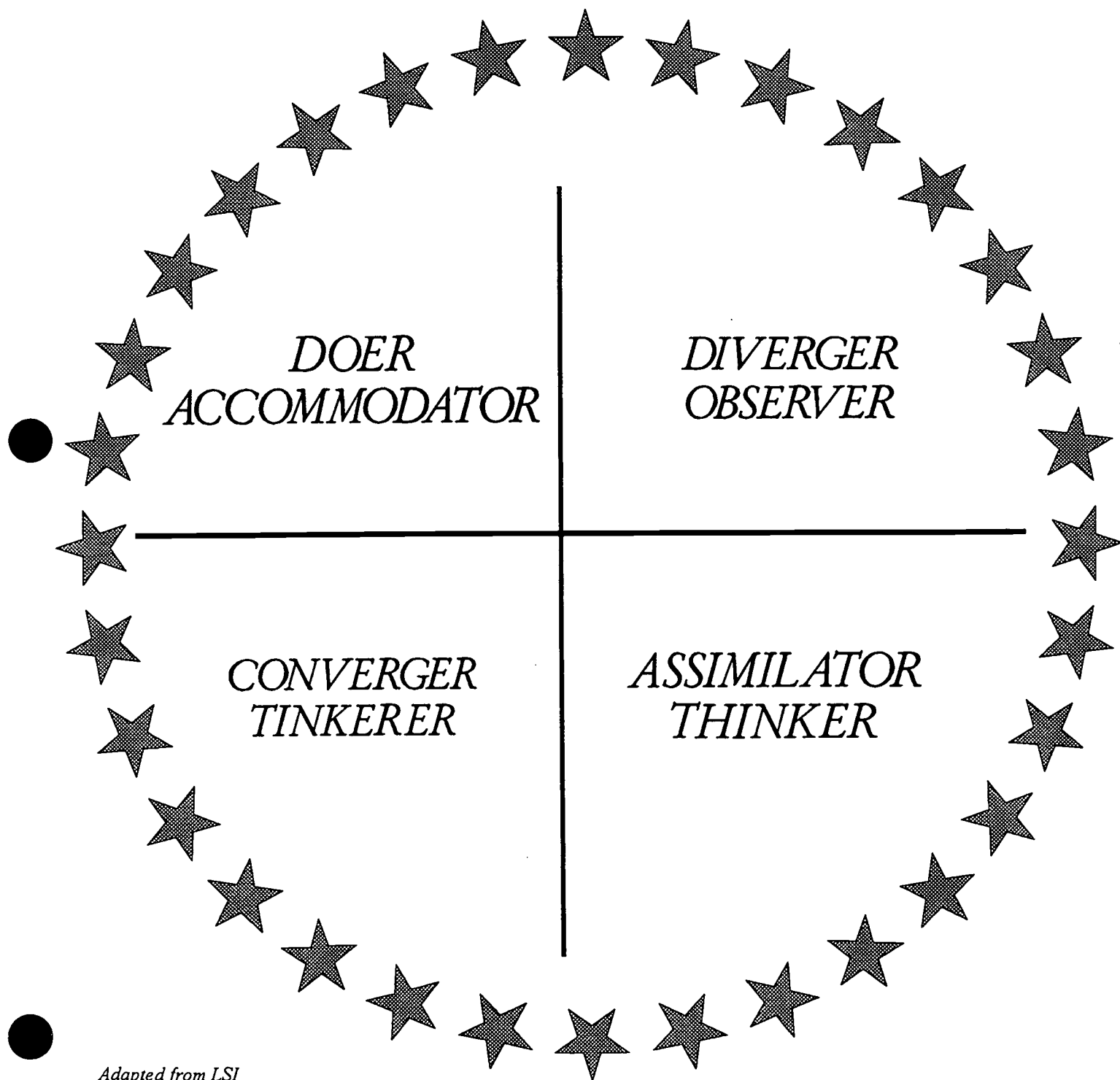
**3:  
HOW**

**2:  
WHAT**

*Adapted from 4MAT*

*EPIC Workplace Learning Project, 1995  
US Department of Education*

# LEARNING STYLE INVENTORY "LSI"



Adapted from LSI

EPIC Workplace Learning Project, 1995  
US Department of Education



# CYCLING THROUGH LEARNING

**Learning Goals:** • To describe the different learning styles

**Group Size:** 4 or more students

**Time:** 15-20 minutes

**Preparation and Materials:** Flip chart, markers  
Handouts: *4MAT*  
*LSI Pie Chart*

## Learning Activity:

Discuss the Cycle of Learning and the four different learning styles. Ask a student to give an example of something he or she has learned. Describe the sequence of learning in the four different learning styles.

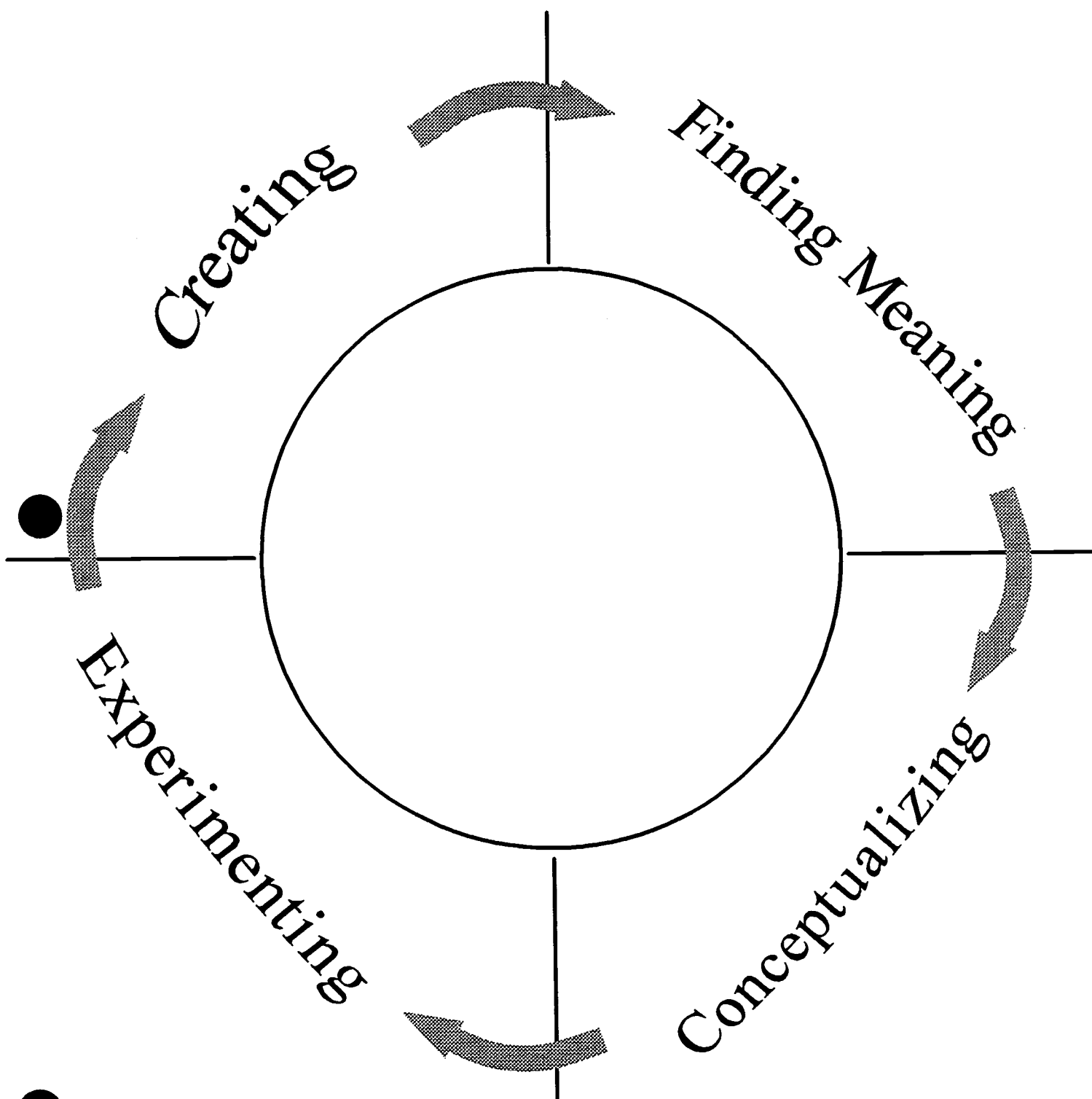
- \* Discussion Questions**
1. Which learning style describes you?
  2. What characteristics match your preferred learning style?

**\* Variations** None

**Remarks:** None

**References:** McCarthy, Bernice. *The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques*, EXCEL, Inc., 1987.  
Kolb, David & Donna M. Smith. *Users Guide for the Learning-Style Inventory*, McBer and Company, 1986.

# ● CYCLE OF LEARNING



*Adapted from 4MAT*

# ● CYCLE OF LEARNING

## Creating

Integrate: Share and celebrate learning

Refine: Analyze application for relevance, usefulness

4

3

Extend: Apply to more complex experience

Try: Practice with content

## Experimenting

## Finding Meaning

Connect: Engage in experience

Examine: Reflect, analyze experience

1

2

Image: Imagine or "picture" the concept

Define: Learn concepts and skills

## Conceptualizing

*Adapted from 4MAT*

# FITTING YOUR LEARNING STYLE

**Learning Goals:** • To become aware of learning style characteristics that “fit” the students’ profile.

**Group Size:** 4 or more students

**Time:** 30-45 minutes

**Preparation and Materials:** Handout: *4MAT Inventory Profile*  
Highlighters (at least two different colors)

## Learning Activity:

Have the students read through their learning style preference. Then have them highlight the characteristics they feel are a “fit” from their own learning style preference —use one color. Using a different color, have the students highlight other characteristics that “fit” from other learning style preferences. Follow the exercise with discussion.

- \* Discussion Questions**
1. Do you feel your learning style “fits”?
  2. What are some of the characteristics? Give an example?
  3. Did you find other characteristics that fit in other learning styles?
  4. Are your learning styles balanced?
  5. Is one learning style dominant?

**\* Variations** None

**Remarks:** None

**References:** 4MAT Inventory Profile

## TONING YOUR STYLE

**Learning Goals:** • To identify with specific learning styles

**Group Size:** 4 or more students

**Time:** 15 minutes

**Preparation and Materials:** Paper, pencil/pens

**Learning Activity:**

Have the students describe (in writing) their individual profile and respond to the accuracy of the results. In addition, have them describe a personal experience that supports or contradicts the findings.

**\* Discussion Questions**      None

**\* Variations**      None

**Remarks:**      None

**References:**      None



## TIME PIE CHARTS

- Learning Goals:**
- To provide an easy, systematic approach to identifying a problem area
  - To examine perception of how time is currently spent

**Group Size:** 1 or more students

**Time:** 20 minutes

**Preparation and Materials:** None

**Learning Activity:**

Have students draw a pie chart of how they spend their time now—what percentages go to work, family, friends, travel, sleep, study, exercise, education, etc. Each student chooses his/her own categories. Then have students draw a pie chart of how they wish they were spending their time. Have students share charts if they wish.

- \* Discussion Questions**
1. Do the two charts look the same? What is the biggest piece in your first pie chart?
  2. Does your first pie chart look balanced? Or is one section dominating the others?
  3. Does the second pie chart help you identify long-term goals or personal values?

**\* Variations** None

**Remarks:** It is fun to write the total number of hours in a month on the board (168 hours) and have students estimate the hours per week they spend at work to determine the percentage slice of their “total” time.

**References:** None

# WORKING WITH TIME WASTERS

- Learning Goals:**
- To learn what can be delegated
  - To problem solve time management issues

**Group Size:** Any

**Time:** 15 - 20 minutes

**Preparation and Materials:** Index cards

**Learning Activity:**

Pass out index cards. Have students write down tasks they perform at home and work which they dislike or feel are a waste of time. Write one activity per card. Put the cards in a hat and have someone draw one. Brainstorm solutions. Use the following questions as a guide:

- \* Discussion Questions**
1. Could you delegate the task to someone who would enjoy it?
  2. Could you make the task easier or more pleasant?
  3. Could the task be shared with someone else? If no, why? What are the barriers (e.g. ego, superman/woman complex, perfectionism)?
  4. Does the task absolutely have to be done? Could it be done less frequently?
  5. How could you reward yourself for completing the task?

**\* Variations** None

**Remarks:** This is a great group brainstorming activity. Often students will come up with solutions for other people's problems even when they cannot see solutions for their own problems.

**References:** None

# THE STATS SHEET

**Learning Goals:** • To list percentages of how we learn and remember after a month

**Group Size:** Any

**Time:** 15 minutes

**Preparation and Materials:** Handout: *The Stats Sheet*

**Learning Activity:**

Hand out *The Stats Sheet* to each student. Read the percentages of how we learn and remember after a month. Ask the students to give an example of a previous learning experience and how long they remembered it.

- \* Discussion Questions**
1. What was a learning experience you had in the last month?
  2. Do you remember the new information?
  3. How did you learn the new information?
  4. How do you think these percentages can be used at work or home?

**\* Variations** None

**Remarks:** None

**References:** Russell D. Robinson, *An Introduction to Helping Students Learn and Change*. Omnibook Co., West Bend, WI, 1995.

## THE STATS SHEET

We remember:

- ◆ 14% of what we hear
- ◆ 22% of what we see
- ◆ 30% of what we watch other do—demonstrations or modeling
- ◆ 42% of sensory redundancy—rituals that repeat seeing, hearing and doing important skills or concepts
- ◆ 72% of movies of the mind—learning is linked to remembered or imagined life experiences of the learner
- ◆ 83% of performance of a life challenge activity—first-time or demanding action that applies the new meaning
- ◆ 92% of what we teach others

# METAPHOR MUSCLES

**Learning Goals:** • To bridge learning experiences

**Group Size:** 2 or more students

**Time:** 20 minutes

**Preparation and Materials:** Flipchart, paper, marker

**Learning Activity:**

Divide the students into groups. Assign each group a metaphor. Metaphors include:

Learning is like a closet...

Learning is like a mirror...

Learning is like a train...

Learning is like an apple...

Learning is like a tree...

After the metaphors have been assigned, have the group discuss the metaphor and how it relates to their previous learning situations. Each group assigns a note taker and presenter. Have the students write their comments on the flipchart paper to present to the class. Then have the group discuss the similarities between the two concepts of the metaphor and learning experiences. Follow with discussion questions.

- \* Discussion Questions**
1. What kind of picture did the group create?
  2. How have your previous learning experiences influenced your ideas or remarks?

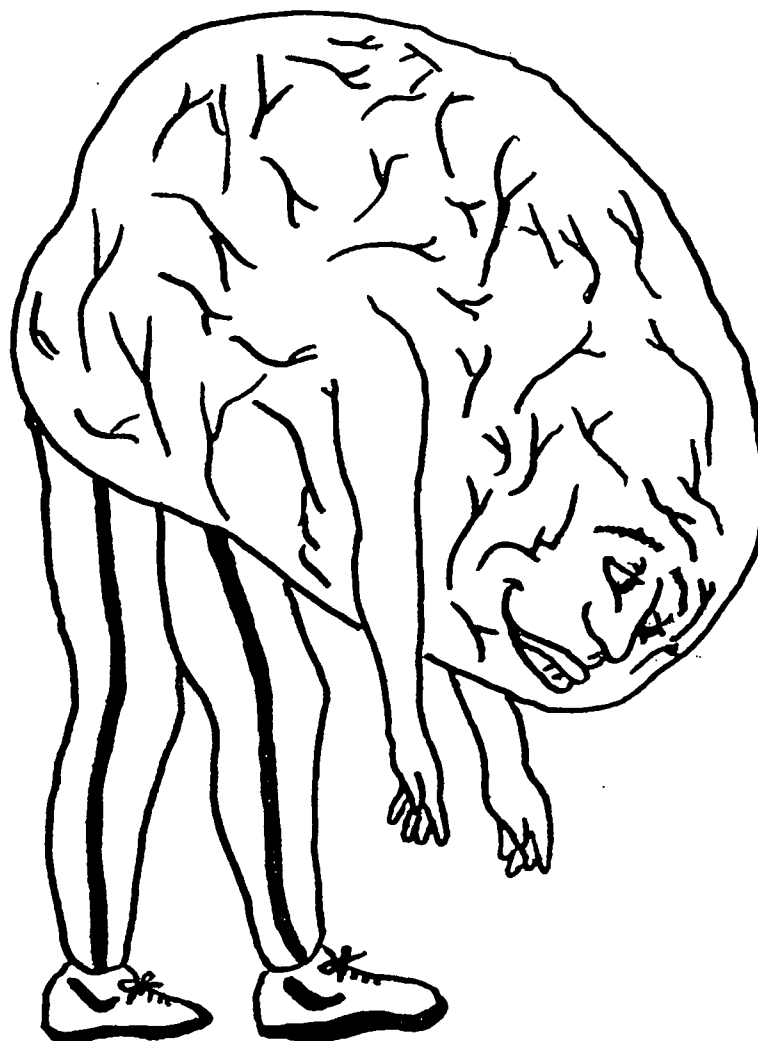
**\* Variations** None

**Remarks:** None

**References:** None

# MIND FITNESS-----

## STRETCHING YOUR LEARNING STYLE



Whatever you can do, or dream you can, begin it. Boldness has genius, power and magic in it.

—*Johann W. vonGoethe*

Stretching Your Learning Style provides an opportunity for students to find out “How” about their learning styles. The activities provide hands-on experiences and action-oriented topics.

## FLEXIBLE STYLES

- Learning Goals:**
- To observe different learning styles
  - To become aware of different learners' characteristics

**Group Size:** 4 or more students

**Time:** 20 minutes

**Preparation and Materials:** Markers, fun materials  
Handout: *Quick Crafts*  
*Observation Sheet*

**Learning Activity:**

Divide the students into small groups. Designate one observer per group. Each group creates a toy or a craft using assorted pieces and materials. The students observe each other and notice how their learning styles affect their ability to work together. Tell the students to check the characteristics list while they are observing. Follow the exercise with a discussion.

- \* Discussion Questions**
1. What steps did your group follow to complete the toy or craft?
  2. How was the process started?
  3. Did group members become frustrated with the instructions?
  4. Did a pattern emerge?
  5. Did the pattern match the members' learning styles?

**\* Variations** None

**Remarks:** This activity sometimes get Observers and Thinkers more actively involved than usual because they can play. Also, if a group does not have a good balance of learning styles, other people take on the necessary roles. It is also worth discussing whether people responded in the way they were expected to respond. For instance, did the Observers feel



like they had permission to sit back and watch the process, or did the Doers feel obligated to take charge and run the activity?

**References:**

None

# QUICK CRAFTS

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## NOTE CARDS

**DIRECTIONS:** Using materials of choice, carefully add to the card. If using ink stamp, firmly press the stamp where you want your image.

You can repeat the design without reinking and get a repeating fading away image. If you wish, color your design with pencils or paint. Add stickers or cut corners with scissors.

adapted from Hobby Lobby - Lynda Williams

# OBSERVATION SHEET

4: *WHAT IF  
ACCOMMODATOR  
DOER*  
Comments:

1: *WHY  
DIVERGER  
OBSERVER*  
Comments:

3: *HOW  
CONVERGER  
TINKERER*  
Comments:

2: *WHAT  
ASSIMILATOR  
THINKER*  
Comments:

Adapted from LSI

EPIC Workplace Learning Project, 1995  
US Department of Education

## “PASS THE BUCK” MINDSTORMING

**Learning Goals:** • To mindstorm the different ways that Learner Styles would approach or solve a problem or set of problems.

**Group Size:** 3 or more students

**Time:** 20-30 minutes

**Preparation and Materials:** Monopoly money (\$100 increments)

### Learning Activity:

Pose a series of problems to the group; they could be work-related or home-related (e.g. equipment breakdown, scheduling conflicts, personality issues). Ask the students to stand in a circle and pass a \$100 bill around. When they are holding the money, they need to come up with at least one way to solve the problem based on the characteristics of a learning style. There should be at least four different ways to solve the problem; list these on a flip chart.

#### \* Discussion Questions

1. How different are the various solutions? approaches?
2. Does a combination of styles work best?
3. Does the approach of any one learning style work best for problem solving?

#### \* Variations

A tennis ball may be passed around from student to student instead of money. Students may answer for their own learner style or for any other learner style; it may be more challenging for the group to try to imagine how a learner with another style would approach the problem.

**Remarks:** This activity works well with groups of 4-6 students. Utilize the LSI or 4MAT Learning Inventory to determine characteristics of learning styles.

**References:** None

# PATHWAYS OF COMMUNICATION

**Learning Goals:**

- To visualize lines of communication within a group
- To understand how learning styles affect communication

**Group Size:** 4 or more students

**Time:** 10-15 minutes

**Preparation and Materials:** None

**Learning Activity:**

Have the students discuss a topic relevant to this particular class. While they are having the discussion, diagram their discussion on a piece of flip chart paper. Each person should be represented by a dot. Arrows will indicate comments coming to or originating from each person. The diagram is called a *sociogram*. It will represent the number and direction of comments. When the students have finished their discussion, post the diagram of their conversation and address the following questions:

- \* Discussion Questions**
1. What does the diagram of your discussion display?
  2. Was there a leader or facilitator?
  3. Who spoke the most? Was this person the leader or facilitator?
  4. Did everyone contribute equally?
  5. Was everyone involved in the discussion?
  6. How did learning styles play a role?

**\* Variations** Have a student(s) in a large class track the pathways of communication and share the information with the class.

**Remarks:** This exercise works effectively with groups. They can see their pathways of conversation represented. The perception of who spoke the most is often different than the

reality. It is an interesting activity to use to build group awareness if one person often dominates the conversation or group discussion. A discussion of communication skills would follow this activity.

**References:**

Clark, Neil. *Team Building, A Practical Guide for Trainers*, The McGraw-Hill Training Series, New York, 1994.

# CARD GAME

- Learning Goals:**
- To identify learning characteristics
  - To compare self selection of learning traits to an inventory

**Group Size:** 4 or more students

**Time:** 30 minutes

**Preparation and Materials:** Handout *Cards* (each set a different color)  
Handout *Card Sort*  
Handout *Learning Style Inventory*

**Learning Activity:**

Give the students the handouts. After completing a learning style inventory, ask them to pick the colored cards that best describe them. Have the students place the cards that they selected from the deck on their card sort. Follow the exercise with a discussion:

- \* Discussion Questions**
1. Do you see more of one color?
  2. Provide an example of the characteristic on the card.
  3. How do these characteristics fit into your workplace?
  4. Do you see a pattern?

**\* Variations** None

**Remarks:** None

**References:** 4MAT and LSI Inventory

## CARDS (BLUE SHEET)

Risk taker; at ease with people	Helps people act on their own visions
Sometimes seen as manipulative and pushy	Seeks to influence
Excels when flexibility is needed	Adaptable; likes change
Enthusiastic about new things	Favorite question: What if?
Learns by trial and error	Believes in self-discovery
Tackles problems by looking for patterns	Relishes change



## CARDS

### (BLACK SHEET)

Re-examines facts	Seeks continuity
Integrates observations into what is known	Critiques information and collects data
Needs details	Likes facts and details and organized, sequential thinking
Learns by thinking through ideas	Favorite question: What
Accurate and knowledgeable	Needs to know what experts think
Values sequential thinking	Likes lectures

## CARDS

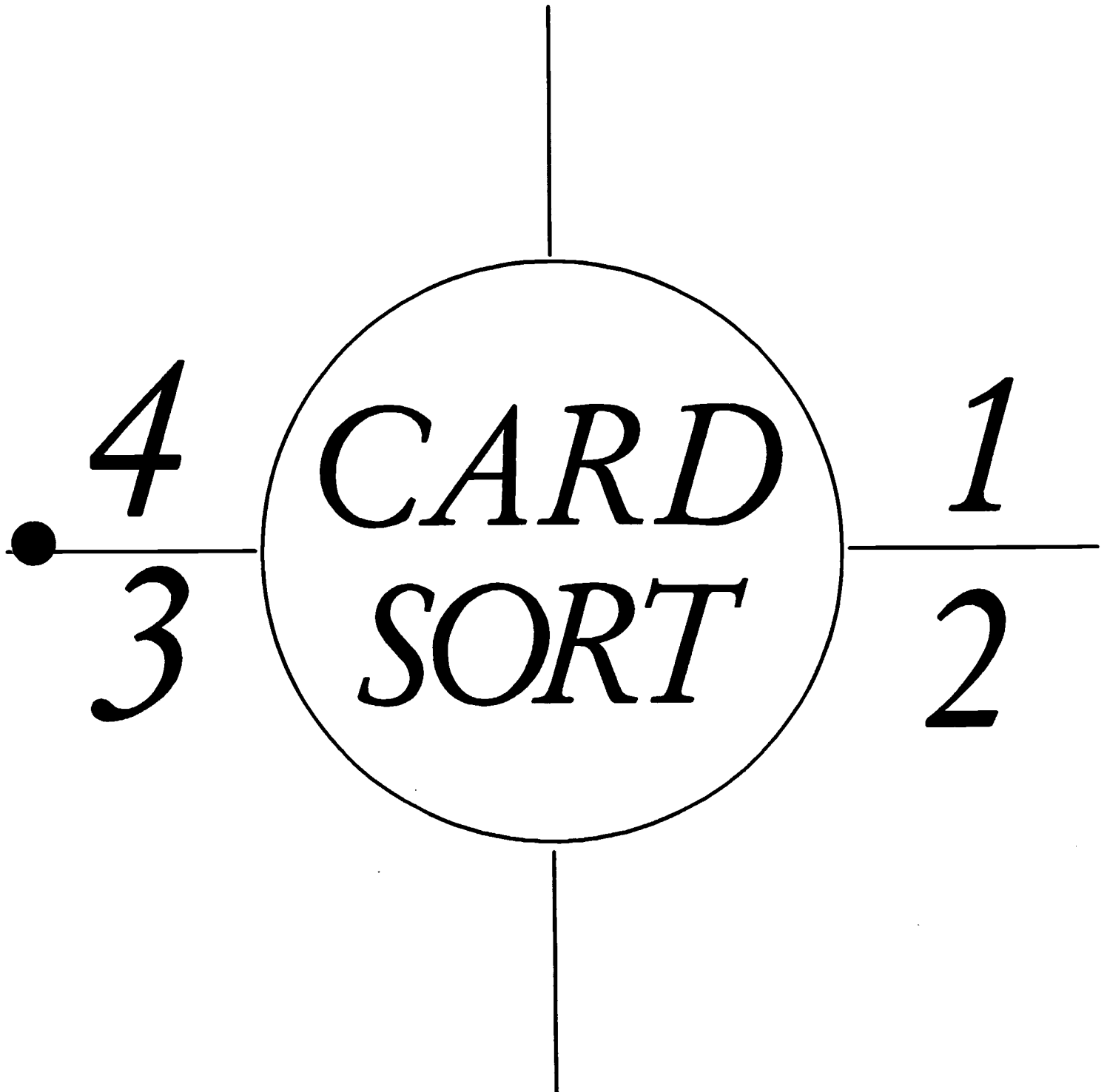
### (GREEN SHEET)

Limited tolerance for fuzzy ideas	Sometimes seems bossy and impersonal; seeks results
Down-to-earth problem solver	Values strategic thinking
Gets to the point	Skill-oriented
Learns by testing theories and applying common sense	Favorite question: How does this work?
Integrates theory and practice	Experiments and tinkers with things
Believes—if it works, use it	Needs to know how things work

## CARDS

### (RED SHEET)

Seeks meaning and clarity	Likes discussion, group work, and realistic feedback about feelings
Thoughtful; enjoys observing others	Seeks commitment
Values insightful thinking	Needs to be personally involved
Interested in people and culture	Favorite question: Why?
Works for harmony	Likes listening and sharing
Believes in own experience	Loyal



## TIME TRACK

**Learning Goals:** • To become aware of how time is spent

**Group Size:** 1 or more students

**Time:** 15 - 20 minutes

**Preparation and Materials:** None

**Learning Activity:**

Ask students to log their time. Tell them to pick a typical work day and write down everything they do from the time they get up to the time they go to bed in 30-minute intervals. In the following class, discuss individually with each student or as a group:

- \* Discussion Questions**
1. What are your biggest time wasters? At work?  
At home?
  2. Are you happy with where your time is going?
  3. Any surprises?
  4. What areas do you need to work on?
  5. How can you schedule the time to take steps toward major life goals/plans?

**\* Variations** If students prefer to track their time on a weekend day, that's also useful.

**Remarks:** Use this activity to help students “find” time in their schedules.

**References:** None

# MOVEMENT OF MOTIVATION

<b>Learning Goals:</b>	<ul style="list-style-type: none"> <li>To learn ways to motivate self</li> </ul>
<b>Group Size:</b>	Any
<b>Time:</b>	20 minutes
<b>Preparation and Materials:</b>	Handout: <i>24 Ways to Motivate Yourself</i>
<b>Learning Activity:</b>	

Distribute handout to the students. Have the students read over before the next session. Ask the students to write in their journal about something that motivates them.

- |                               |   |
|-------------------------------|---|
| <b>* Discussion Questions</b> | <ol style="list-style-type: none"> <li>What motivates you?</li> <li>From the handout, what motivates you at work?<br/>At home?</li> <li>What would you like to stretch in your plan of action?</li> </ol> |
|-------------------------------|---|

<b>* Variations</b>	None
---------------------	------

<b>Remarks:</b>	This activity provides the student with an opportunity to reflect. Begin the next session with reference to the handout or a journal entry.
<b>References:</b>	None

## 24 WAYS TO MOTIVATE YOURSELF

### *To Your Full Potential*

- ★Put your plan on paper. Spell out goals and ways to reach them.
- ★Be specific. The advice you give yourself must be such that you can put it into practice.
- ★Break the job down into small enough pieces so that you have no excuse for not starting it.
- ★Establish checkpoints so that you can check progress.
- ★Remind yourself of benefits you expect from completion of the job.
- ★Avoid temptation by deliberately avoiding circumstances or thoughts that might sidetrack you.
- ★Recognize your limitations. Don't set goals you don't expect to reach.
- ★Take advantage of energy peaks, those periods of day when you are habitually in top form.
- ★Take risks. Don't be afraid to try new methods.
- ★Use negative motivation. Remind yourself of the unfavorable consequences of inaction.
- ★Keep a time-control budget, comparing priorities of various projects in progress.
- ★Set deadlines and hold yourself to them.
- ★Make an honest distinction between "I can't" and "I don't want to."
- ★Get started. Don't stall.
- ★Improve your self-persuasion ability. Learn to know when you are reasoning and when you are rationalizing.
- ★Be optimistic, and your chances for success increase.
- ★Decide how you want to start, what needs to be done first.
- ★Read, especially literature related to your problem.
- ★Use self-signaling devices—notes, cues, reminders.
- ★Promise yourself rewards—small rewards for small accomplishments, big rewards for big accomplishments.
- ★Use the stimulation provided by good news to do extra work.
- ★Recognize conflicts and make a choice. Don't let inertia set in.
- ★Give yourself the right to make mistakes. No one is perfect.
- ★Exercise your sense of humor. Laughter indicates a realistic point of view.

# SIX THINKING HATS

<b>Learning Goals:</b>	<ul style="list-style-type: none"> <li>To become aware of different modes of thinking in decision making</li> <li>To observe different learning styles in decision making</li> </ul>
<b>Group Size:</b>	6 or more students
<b>Time:</b>	45 minutes
<b>Preparation and Materials:</b>	Colored markers for each hat Colored hats (optional) Handout <i>The Colors</i> Handout <i>Color Your Decisions in the Workplace</i>
<b>Learning Activity:</b>	

The Six Thinking Hats provide the students with a different way of thinking about decisions. Describe each of the different color hats and refer to *The Colors* handout. Ask the students to write on a sheet of paper their ideas about the following situation:

You have a car that works O.K., but it's a 1985, and you are thinking of buying a new car. What factors do you need to consider?

Discuss the different color hats and outline how they contributed to each student's decisions. Then, have students write on a piece of paper a decision they need to make in the workplace. Divide the students into groups. Have each group select one decision or use the example on the *Color Your Decisions in the Workplace* handout. Each group must first identify a monitor, recorder, and reporter. The group works toward a decision utilizing all colors. Each group reports to the entire class. Follow with discussion questions.

- |                               |   |
|-------------------------------|---|
| <b>* Discussion Questions</b> | <ol style="list-style-type: none"> <li>How do the Six Thinking Hats combine with the Learning Styles?</li> <li>Which hat was easy? Why?</li> <li>Which hat was difficult? Why?</li> <li>How did working in a group affect your decision?</li> </ol> |
|-------------------------------|---|

<b>* Variations</b>	None
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**Remarks:**

This exercise is more active if the instructor can provide six colored hats—check the local hobby/craft store.

**References:**

deBono, Edward. *Six Thinking Hats*, Boston: Little, Brown, and Company, 1985.

## THE COLORS: THE SIX THINKING HATS: Edward de Bono

The six-thinking hat system is a simple and practical way to separate the different modes of thinking. There are six hats, each of a different color. Each hat represents one mode of thinking. A thinker may be asked to put on a hat of a certain color or to take off a hat of a certain color. A thinker may also indicate that he or she is choosing to put on a particular hat.

*Note that the hat metaphor is carefully chosen because hats can easily be put on or taken off. The six hats do not represent personalities or types of thinker. Everyone is required to attempt to use all the hats.*

### THE SIX-THINKING HATS:

<b>White hat:</b>	<b>(Information)</b>
<b>Red hat:</b>	<b>(Emotion)</b>
<b>Black hat:</b>	<b>(Negative Assessments)</b>
<b>Yellow hat:</b>	<b>(Possibilities)</b>
<b>Green hat:</b>	<b>(Creative Thinking)</b>
<b>Blue hat:</b>	<b>(Organizing)</b>

## COLOR YOUR DECISIONS IN THE WORKPLACE

1. Please identify a  
**Monitor** - to keep group on task  
**Recorder** - to put legible notes on flipchart paper  
**Reporter** - to verbally report to the larger group
2. Discuss the following situation or one chosen by your group. Put information on the flipchart paper, and be ready to present your ideas to the other groups.

### SITUATION

Your team has been selected to pilot a new piece of equipment. How will this affect your job and your team?

# LEAN AND LEARNING

**Learning Goals:** • To examine student learning styles and how they reflect in communication

**Group Size:** 2 or more students

**Time:** 30 minutes

**Preparation and Materials:** Handout: *Case Study On The Job*

## Learning Activity:

The purpose of this exercise is to allow students to examine their learning styles and communication patterns. Distribute a copy of the handout to each student. Have the students read the case study and write their responses on a separate piece of paper. Follow with the discussion questions.

- \* Discussion Questions**
1. What were your reactions to the case study?
  2. What would be your action steps?
  3. How would you communicate your action steps?
  4. Who would you communicate with?

## \* Variations

**Remarks:** The students have an opportunity to evaluate a job related situation with their learning and communication styles.

**References:** 4MAT

## *CASE STUDY ON THE JOB*

★ Your supervisor comes to you and demands that you start using the new piece of equipment that was purchased one month ago.

You spent 10 minutes with your supervisor when it first arrived. You both discussed how this new equipment would increase the production for the company.

A manual has been sitting next to your workstation, but you are not sure how to use and read the manual. You wish you had more time with your supervisor to go over how to operate the new piece of equipment.

---

✍ Write your reaction to this situation. Describe how you feel and describe your action steps.

**Needs to be part of the problem solving process.**

**Sometimes ultimatums backfire.**

**Needs group give and take.**

**Must be fast paced.**

**Must be filled with challenging ideas.**

**Needs visuals, creates images and pictures in his/her mind.**

**Animated, down-to-earth.**

**Needs people to speak their feelings.**

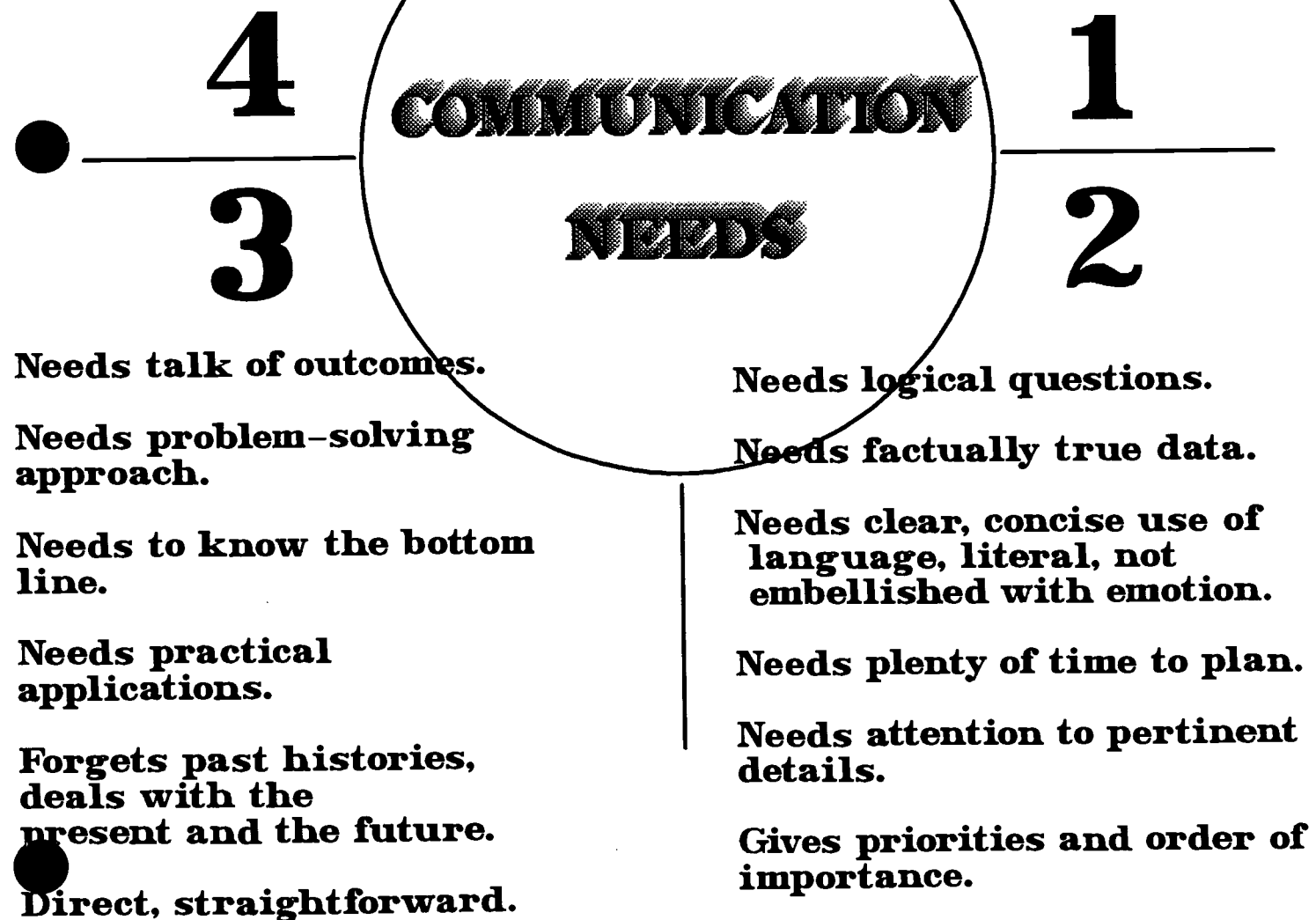
**Allows them to express their feelings.**

**Needs feedback with emotional truth.**

**Climate soft and quiet - one-on-one.**

**Needs issues to be discussed in terms of people.**

**Needs very attentive listening.**



*Adapted from 4MAT*

# NASA

**Learning Goals:** • To illustrate problem solving and learning styles in a team

**Group Size:** 6 or more students

**Time:** 30-45 minutes

**Preparation and Materials:** Handouts: *NASA exercises*

## Learning Activity:

The NASA exercise beautifully illustrates the value of teamwork in problem solving. Begin by handing out the individual exercises and having participants complete them. Suggest that they find the most important item first, then the least important, and so on. This tends to be an easier way to rank items. Do not give participants any additional information about the moon; encourage them to work individually. When they have completed their worksheets, divide them into groups and have them work as a group to rank the 15 items. When they are done, give them the scoring sheet. Generally, group scores are better (sometimes considerably) than individual scores. On the rare occasions that individuals score much better than the group, it is good to have a follow-up discussion. Why did this happen? (Sometimes the person with the good score does not feel confident enough, or sometimes others in the group are not good listeners. Sometimes a score is thrown off by one or two items that are way off, even though most of the answers are fairly close.)

- \* Discussion Questions**
1. How did your learning style provide a strength for your team?
  2. What was difficult in your team?
  3. Did you feel yourself “stretching” with other team members?

**\* Variations** None

**Remarks:** None

**References:** NASA

**NASA EXERCISE INDIVIDUAL WORKSHEET****Instructions:**

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged, and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the fifteen items left intact and undamaged after landing. Your task is to rank order them in terms of their importance to your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on, through number 15, the least important.

- \_\_\_\_\_ Box of matches
- \_\_\_\_\_ Food Concentrate
- \_\_\_\_\_ 50 feet of nylon rope
- \_\_\_\_\_ Parachute silk
- \_\_\_\_\_ Portable heating unit
- \_\_\_\_\_ Two .45 caliber pistols
- \_\_\_\_\_ One case dehydrated Pet milk
- \_\_\_\_\_ Two 100-lb. tanks of oxygen
- \_\_\_\_\_ Stellar map of the moon's constellation
- \_\_\_\_\_ Life raft
- \_\_\_\_\_ Magnetic compass
- \_\_\_\_\_ 5 gallons of water
- \_\_\_\_\_ Signal flares
- \_\_\_\_\_ First-aid kit containing injection needles
- \_\_\_\_\_ Solar-powered FM receiver-transmitter



## NASA EXERCISE GROUP WORKSHEET

### Instructions:

This is an exercise in group decision making. Your group is to employ group consensus in reaching its decision. This means that the prediction for each of the fifteen survival items *must* be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

- 1) Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
- 2) Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
- 3) Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading in reaching your decision.
- 4) View differences of opinion as helpful rather than as a hindrance in decision-making.

- \_\_\_\_\_ Box of matches
- \_\_\_\_\_ Food Concentrate
- \_\_\_\_\_ 50 feet of nylon rope
- \_\_\_\_\_ Parachute silk
- \_\_\_\_\_ Portable heating unit
- \_\_\_\_\_ Two .45 caliber pistols
- \_\_\_\_\_ One case dehydrated Pet milk
- \_\_\_\_\_ Two 100-lb. tanks of oxygen
- \_\_\_\_\_ Stellar map of the moon's constellation
- \_\_\_\_\_ Life raft
- \_\_\_\_\_ Magnetic compass
- \_\_\_\_\_ 5 gallons of water
- \_\_\_\_\_ Signal flares
- \_\_\_\_\_ First-aid kit containing injection needles
- \_\_\_\_\_ Solar-powered FM receiver-transmitter

## NASA EXERCISE ANSWER SHEET

### *Rationale:*

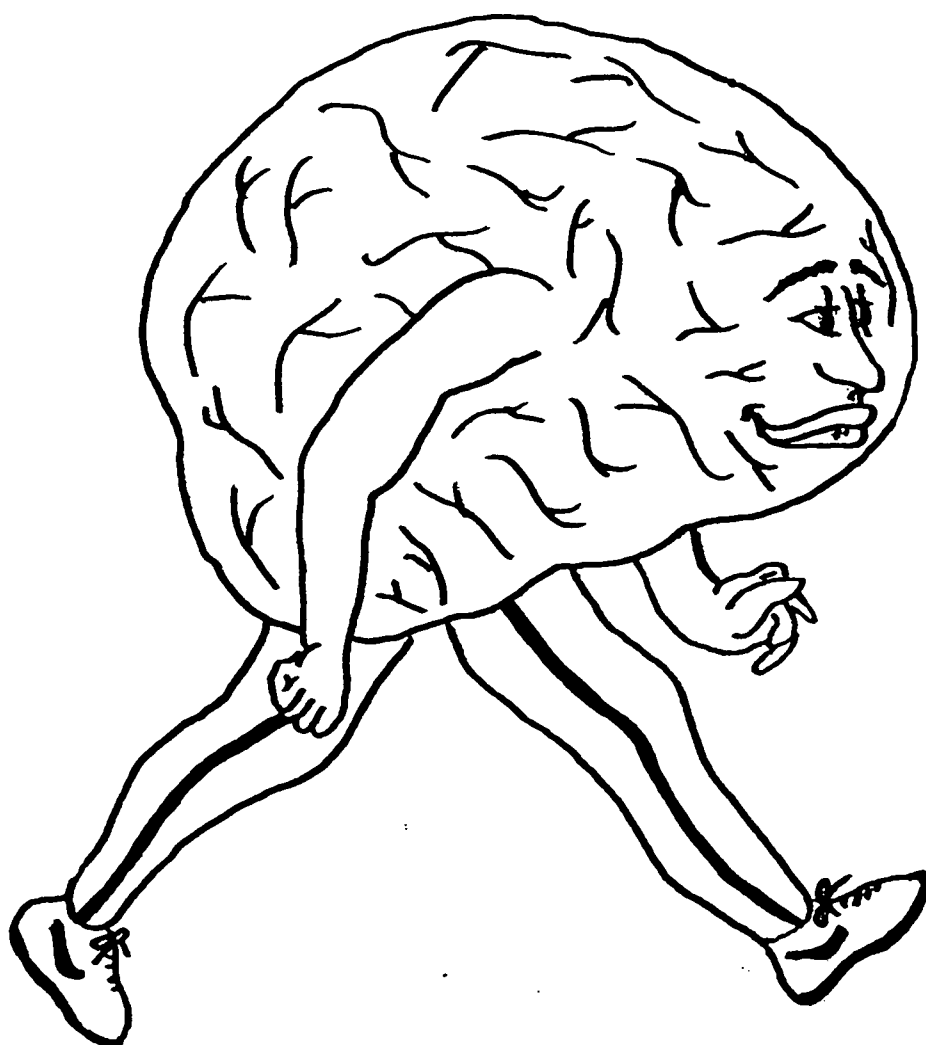
No oxygen  
 Can live for some time  
 without food  
 For travel over rough terrain  
 Carrying  
 Lighted side of moon is hot  
 Some use for propulsion  
 Needs water to work  
 No air on moon  
 Needed for navigation  
 Some value for shelter or  
 carrying  
 Moon's magnetic field is  
 different from earth's  
 You can't live long without  
 this  
 No oxygen  
 First-aid kit might be needed  
 but needles are useless  
 Communication

### *Correct Number:*

15 Box of matches  
4 Food Concentrate  
6 50 feet of nylon rope  
8 Parachute silk  
13 Portable heating unit  
11 Two .45 caliber pistols  
12 One case dehydrated Pet milk  
1 Two 100-lb. tanks of oxygen  
3 Stellar map of the moon's constellation  
9 Life raft  
14 Magnetic compass  
2 5 gallons of water  
10 Signal flares  
7 First-aid kit containing injection needles  
5 Solar-powered FM receiver-transmitter

# MIND FITNESS-----

## PUTTING YOUR LEARNING STYLES TO WORK



Yesterday is already a dream, and tomorrow is only a vision; but today well-lived makes every yesterday a dream of happiness, and every tomorrow a vision of hope.

—from the *Sanskrit*

Putting Your Learning Styles to Work provides an opportunity for students to think about “What if...” with their learning styles. The activities in this section provide creative, flexible, and visionary learning.

## WORKOUT WRITING

<b>Learning Goals:</b>	<ul style="list-style-type: none"> <li>To stimulate creative thinking</li> <li>To examine best environments for writing</li> </ul>
<b>Group Size:</b>	2 or more students
<b>Time:</b>	20-30 minutes
<b>Preparation and Materials:</b>	A variety of music (CD or tape) Tape or CD player
<b>Learning Activity:</b>	

Choose a variety of music for students to listen to: the more diverse the selections the better (e.g. classical, jazz, hard rock, new age, disco, reggae, etc.). Have the students write about the first thing that comes to mind when they hear this music. Use three or more selections. Have the students share their writing samples with the class.

- |                               |  |
|-------------------------------|--|
| <b>* Discussion Questions</b> | <ol style="list-style-type: none"> <li>1. Why is creativity important in writing?</li> <li>2. What environments are most conducive to creative thinking?</li> <li>3. What place does creativity have in learning?</li> </ol> |
|-------------------------------|--|

<b>* Variations</b>	Play music for students while they are working on a particular assignment.
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<b>Remarks:</b>	This activity is especially useful for stimulating the right brain. This exercise is good for different learning styles (auditory, kinesthetic). It might be distracting for some students.
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<b>References:</b>	4MAT Learning Styles
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Kolb, David, and Donna M. Smith. *User's Guide for the Learning-Style Inventory*. McBer & Company, 1986.

## LISTENING LAPS

- Learning Goals:**
- To explain listening techniques
  - To compare listening techniques and learning styles

**Group Size:** 4 or more students

**Time:** 20 minutes

**Preparation and Materials:** Handout *Active Listening*  
Handout *Non-Directive, Empathic Listening*

**Learning Activity:**

Ask the students to think about a work situation where they thought someone was listening. Have the students write down key points of the discussion. Have the students find a partner and describe the situation. Ask the “listener” to make a list of the key points. After the first “listener” has completed a list, ask the partners to change roles. After both partners have developed a list, share the handouts or overheads. Follow the exercise with a discussion.

- \* Discussion Questions**
1. Did your partner use any of the characteristics described on the Active Listening Handout?
  2. What learning style do you think your partner displays?
  3. How did you come to that conclusion?
  4. Do you think learning styles play an important role in listening? Why or why not? If so, how?

**\* Variations** None

**Remarks:** None

**References:** None

# ACTIVE LISTENING

TYPE OF ACTIVITY:	PURPOSE:	TO ACHIEVE THE PURPOSE:	EXAMPLES:
ENCOURAGING	Convey interest	Avoid agreement and disagreement. Use non-committal words with a positive tone of voice.	"I see..." "Uh-huh..." "That's interesting"
RESTATING	Show you are listening and understanding.  Let the speaker know you grasp the <u>facts</u> .	Restate basic ideas; emphasize facts.	"If I understand, your ideas are..."
REFLECTING	Show you are listening and understanding.  Let the speaker know you grasp the <u>feelings</u> .	Reflect basic feelings.	"So, you feel that..."
CLARIFYING	Help the speaker clarify content and intent.	Ask clarifying questions.	"What do you mean by..."  "Please give me an example of..."  "What alternative did you consider?"
SUMMARIZING	Pull important ideas, facts, and feelings together.  Establish a basis for further discussion.  Review progress.	Restate, reflect and summarize major ideas and feelings.	"These seem to be the key ideas you have expressed."  "If I understand you, you feel this way about...."

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## NON-DIRECTIVE, EMPATHIC LISTENING

### SYNOPSIS:

The Listener hears, really tries to understand how the world looks to the Speaker, and communicates this understanding to the Speaker.

### PURPOSE:

The non-directive, empathic Listener responds to the person's feelings as well as to the Speaker's words without evaluation, judgement, or disagreement. Respecting a person has worth.

### TECHNIQUES:

1. The Listener refrains from firing his/her own thoughts back at the person talking.
2. The Listener refrains from communicating his/her displeasure or disapproval through mannerisms or gestures.
3. The Listener speaks only to ask for clarification of a point.
4. The Listener must restate in his/her own words the total meaning—what the person is feeling and attempting to communicate—of the message and obtain the Speaker's agreement that this was indeed the message before the Listener states his/her point of view.



## THE GAME PLAN: MIND MAP

<b>Learning Goals:</b>	<ul style="list-style-type: none"> <li>To develop a plan of action</li> </ul>
<b>Group Size:</b>	Any
<b>Time:</b>	20 minutes
<b>Preparation and Materials:</b>	Flip chart, markers, colored pens, markers, paper Overhead <i>Mind Mapping</i> Handout <i>Learning Map</i>

### Learning Activity:

Explain to the students that mapping provides an opportunity for them to develop a plan of action. Some students will feel comfortable; others will be looking for more structure. Show the overhead, *Mind Mapping* and start a discussion with the question, "What activities provide a learning opportunity?" For example, learning on the job, reading a book/magazine, taking up a new hobby—make a list on the board. Have the students review their learning journals and plan their next steps. Assist them in the process.

### \* Discussion Questions

1. What are your next steps?
2. What learning activities are in your plans?
3. What is your timeline?
4. Who can be your mentor?

### \* Variations

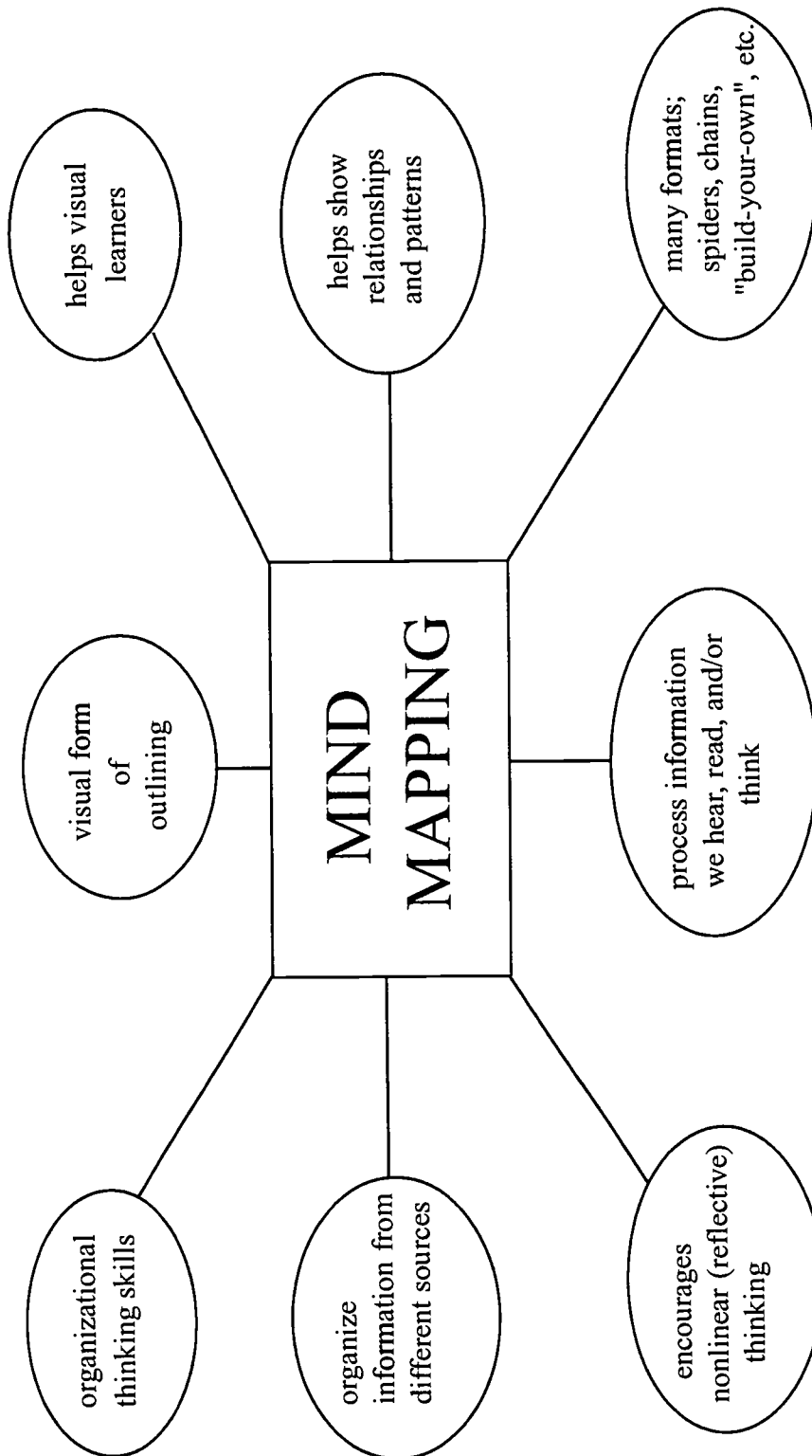
None

### Remarks:

Mapping is an organizational thinking skill, a tool for diagramming information and concepts. As a core thinking skill, it provides us with a way to represent information we hear (lectures), read (textbooks, articles), and/or think (preparation for writing assignments, oral presentations). Mapping is a visual form of outlining. Suggest that students share their learning map with their mentor.

### References:

Community College of Aurora, Integrated Thinking Skills Project.



91

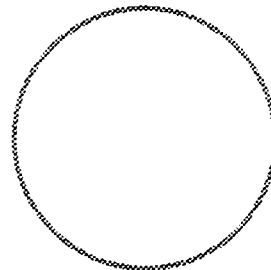
90

# MIND FITNESS



# LEARNING MAP

**Learning is Life Long  
What are your next steps?**



# JUST DO IT

**Learning Goals:** • To become aware of learning potential

**Group Size:** 4 or more students

**Time:** 20 minutes

**Preparation and Materials:** Handout: *"Just Do It"*

**Learning Activity:**

Read to the class "Just Do It." Ask students to write a reflection in their journal

**\* Discussion Questions** None

**\* Variations** None

**Remarks:** None

**References:** None

**"JUST DO IT"**

**Mother and father told you repeatedly  
Crazy people talk to themselves.**

**Still you heard the voice  
Loud and clear.  
Just Do It.**

**Learn how to hit a fastball, work on your left hand shot  
Study harder, study longer. Get a raise.  
Crazy people talk to themselves. And still  
you heard the voice  
Just Do It.**

**Lose the gut  
Master a third language  
Swim across the lake.  
Climb the Tetons  
Go to the library and learn how electricity works.  
Crazy people talk to themselves  
And still you heard the voice  
Just Do It.**

**Bench press your weight  
Finish a marathon.  
Develop a backhand  
Switch careers.  
Crazy people talk to themselves  
And finally,  
you realize,  
only a madman  
doesn't listen.**

***Anonymous:  
Theme from Nike***

## ABC's TO MIND FITNESS

**Learning Goals:** • To learn techniques of positive learning

**Group Size:** 1-2 students

**Time:** 20 minutes

**Preparation and Materials:** Handout *ABC's to Mind Fitness*

**Learning Activity:**

Have students read through the *ABC's To Mind Fitness* and highlight two statements that are important to them. Follow up with the discussion questions.

- \* Discussion Questions**
1. Which statements are important to you?
  2. What does that mean to you?
  3. How can you put this statement into action?

**\* Variations** None

**Remarks:** None

**References:** None

## ABC's TO MIND FITNESS

**A**void negative sources, people, places, things, and habits.

**B**elieve in yourself.

**C**onsider things from every angle.

**D**on't give up and don't give in.

**E**njoy life today, yesterday is gone, and tomorrow may never come.

**F**amily and friends are hidden treasures. Seek them and enjoy their riches.

**G**ive more than you planned to give.

**H**ang on to your dreams.

**I**gnore those who try to discourage you.

**J**ust do it!

**K**eep on trying. No matter how hard it seems, it will get easier.

**L**ove yourself first and most.

**M**ake it happen.

**N**ever lie, cheat, or steal. Always strike a fair deal.

**O**pen your eyes and see things as they really are.

**P**practice makes perfect.

**Q**uitters never win, and winners never quit.

**R**ead, study, and learn about everything important in your life.

**S**top procrastinating.

**T**ake control of your own destiny.

**U**nderstand yourself in order to better understand others.

**V**isualize it.

**W**ant it more than anything.

**X**cellerate your efforts.

**Y**ou are unique of all of God's creations. Nothing can replace you. You have a purpose for being here - find it.

**Z**ero in on your target, and go for it!!!

*Wanda Carter, St. Augustine, FL*

## STEP DEVELOPMENT

- Learning Goals:**
- To identify learning style strengths and how to utilize strength behaviors at work
  - To identify areas of improvement

**Group Size:** 1 or more students

**Time:** 20 minutes

**Preparation and Materials:** Highlighters  
Handout *Strengths of Learning Styles*  
Handout *Learner Growth Steps*

**Learning Activity:**

Ask the students to review their learning style. Have the students highlight their learning style strengths. Discuss areas of strength as they relate to work situations. Ask the students to select one area of improvement to fill out the “steps” handout. Refer to goal setting and learning new techniques to expand the mind.

- \* Discussion Questions**
1. What are some examples of strengths used at work?
  2. What are action steps to develop your areas of improvement?

**\* Variations** None

**Remarks:** This exercise is one step in developing a plan of action. The student becomes aware of their strengths and areas of improvement to develop their plan of action.

**References:** 4MAT and LSI



### STRENGTHS OF LEARNING STYLES

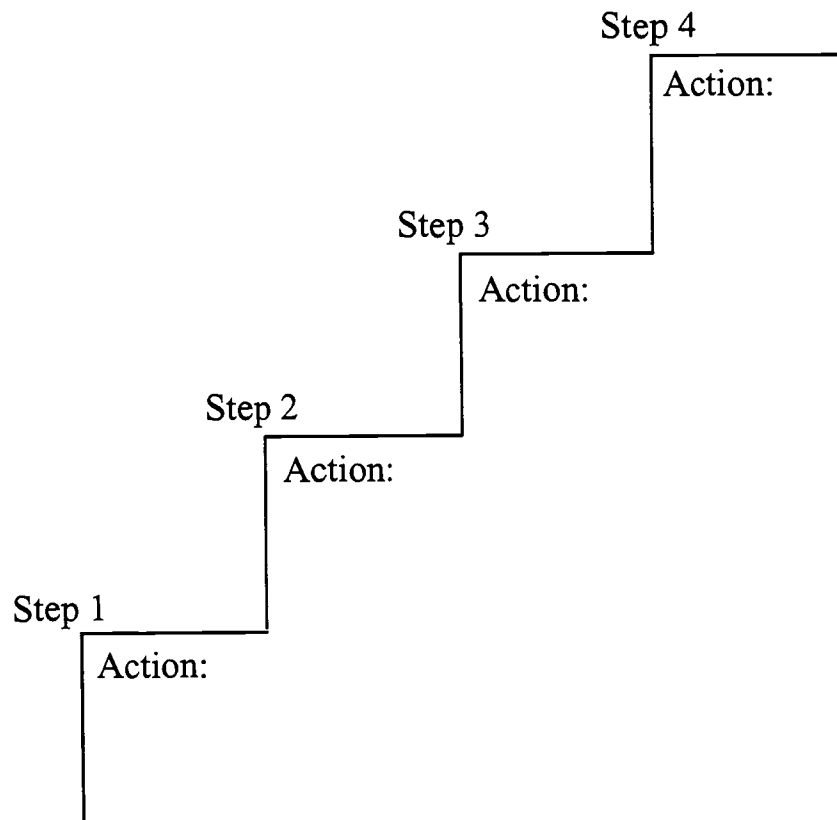
The chart below pinpoints the strengths and weaknesses of each learning style with notes for improvement.

<p><b>DOER</b>                      <b>4: What if</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>*Getting things done</li> <li>*Leadership</li> <li>*Risk Taking</li> </ul> <p><b>Too much:</b></p> <ul style="list-style-type: none"> <li>*Trivial improvements</li> <li>*Meaningless activity</li> </ul> <p><b>Too little:</b></p> <ul style="list-style-type: none"> <li>*Work not completed on time</li> <li>*Impractical plans</li> <li>*Not directed to goals</li> </ul> <p><b>To develop your DOER learning skills, practice:</b></p> <ul style="list-style-type: none"> <li>*Committing yourself to objectives</li> <li>*Seeking new opportunities</li> <li>*Influencing and leading others</li> <li>*Being personally involved</li> <li>*Dealing with people</li> </ul>	<p><b>OBSERVER</b>                      <b>1: Why</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>*Imaginative ability</li> <li>*Understanding people</li> <li>*Recognizing problems</li> <li>*Brainstorming</li> </ul> <p><b>Too much:</b></p> <ul style="list-style-type: none"> <li>*Paralyzed by alternatives</li> <li>*Can't make decisions</li> </ul> <p><b>Too little:</b></p> <ul style="list-style-type: none"> <li>*No ideas</li> <li>*Can't recognize problems and opportunities</li> </ul> <p><b>To develop your OBSERVER learning skills, practice:</b></p> <ul style="list-style-type: none"> <li>*Being sensitive to people's feelings</li> <li>*Being sensitive to values</li> <li>*Listening with an open mind</li> <li>*Gathering information</li> <li>*Imagining the implications of uncertain situations</li> </ul>
<p><b>TINKERER</b>                      <b>3: How</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>*Problem solving</li> <li>*Decision making</li> <li>*Deductive reasoning</li> <li>*Defining problems</li> </ul> <p><b>Too much:</b></p> <ul style="list-style-type: none"> <li>*Solving the wrong problem</li> <li>*Hasty decision making</li> </ul> <p><b>Too little:</b></p> <ul style="list-style-type: none"> <li>*Lack of focus</li> <li>*No testing of ideas</li> <li>*Scattered thoughts</li> </ul> <p><b>To develop your TINKERER learning skills, practice:</b></p> <ul style="list-style-type: none"> <li>*Creating new ways of thinking and doing</li> <li>*Experimenting with new ideas</li> <li>*Choosing the best solution</li> <li>*Setting goals</li> <li>*Making decisions</li> </ul>	<p><b>THINKER</b>                      <b>2: What</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>*Planning</li> <li>*Creating models</li> <li>*Defining problems</li> <li>*Developing theories</li> </ul> <p><b>Too much:</b></p> <ul style="list-style-type: none"> <li>*Castles in the air</li> <li>*No practical application</li> </ul> <p><b>Too little:</b></p> <ul style="list-style-type: none"> <li>*Unable to learn from mistakes</li> <li>*No sound basis for work</li> <li>*No systematic approach</li> </ul> <p><b>To develop your THINKER learning skills, practice:</b></p> <ul style="list-style-type: none"> <li>*Organizing information</li> <li>*Building conceptual models</li> <li>*Testing theories and ideas</li> <li>*Designing experiments</li> <li>*Analyzing quantitative data</li> </ul>

*Adapted from 4MAT & LSI*

## LEARNER GROWTH STEPS

Area of Improvement: \_\_\_\_\_



## FUTURE WORKOUTS

**Learning Goals:** • To give each student an opportunity to identify future learning interests

**Group Size:** Any

**Time:** 10 minutes

**Preparation and Materials:** Handout *Future Workouts*

**Learning Activity:**

At the end of class, ask students to check off classes they would be interested in attending and return the form to the instructor.

\* **Discussion Questions** None

\* **Variations** None

**Remarks:** None

**References:** None

## FUTURE WORKOUTS: What else would you like to learn?

Please ✓ those classes of interest to you:

- |  |   |
|--|---|
| <input type="checkbox"/> Learning Styles/Mind Fitness                | <input type="checkbox"/> Goal Setting                 |
| <input type="checkbox"/> Math I: (+, -, x, /)                        | <input type="checkbox"/> Decision-Making              |
| <input type="checkbox"/> Math II: (decimals, fractions, percentages) | <input type="checkbox"/> Communication                |
| <input type="checkbox"/> Pre-algebra                                 | <input type="checkbox"/> Business Writing             |
| <input type="checkbox"/> Algebra                                     | <input type="checkbox"/> Stress Management            |
| <input type="checkbox"/> Math using the Computer                     | <input type="checkbox"/> Problem Solving              |
| <input type="checkbox"/> Writing with Confidence                     | <input type="checkbox"/> Writing with Computers       |
| <input type="checkbox"/> Dealing with Difficult People               | <input type="checkbox"/> Budgeting                    |
| <input type="checkbox"/> Time Management                             | <input type="checkbox"/> English as a Second Language |
| <input type="checkbox"/> Managing Change                             | <input type="checkbox"/> Team Building                |
| <input type="checkbox"/> Reading for Speed and Accuracy              | <input type="checkbox"/> Presentation Skills          |
| <input type="checkbox"/> What Did You Say? - Listening Workshop      | <input type="checkbox"/> Negotiating Skills           |
| <input type="checkbox"/> GED Preparation                             |   |
| <input type="checkbox"/> Providing Effective Customer Service        |   |
| <input type="checkbox"/> Other (Please list) _____                   |   |

Time Available for Class: \_\_\_\_\_

NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

# LIFE-LONG GOALS

**Learning Goals:**

- To identify and explore life goals and values
- To practice prioritizing goals

**Group Size:** Any

**Time:** 20 - 30 minutes

**Preparation and Materials:** None

**Learning Activity:**

Have students list all the things they want to do before they die. Then ask students to prioritize the items they have listed.

**\* Discussion Questions**

1. What are your top three priorities?
2. Are you working toward these goals?
3. What do you need to do to accomplish one of these goals?
4. Does your everyday life reflect these values?

**\* Variations**

Ask students to write on the topic "Before I die, I want to..." Use same questions for discussion.

**Remarks:**

These are very personal issues. Be sensitive to students who do not wish to share this personal information. This is an activity in building self-awareness. It is interesting and fun for students to share their ambitions, desires, and goals, but sharing is not necessary for the success of this activity. Also, the instructor could model this activity and share his/her list with students.

**References:**

Bolles, Richard Nelson. *What Color Is Your Parachute?* Ten Speed Press, Berkeley, CA, 1995 edition.

## KEEP THE END IN MIND

- Learning Goals:**
- To identify long-term professional and personal goals
  - To create a plan

**Group Size:** 2 or more students

**Time:** 30 - 40 minutes

**Preparation and Materials:** Music

**Learning Activity:**

Ask students to think about and write about where they would like to be in five years. As the students are writing, play music for creativity. Have the students share their plans for the future and describe the steps involved in attaining their goals. This is a “futuring” exercise and helps students to identify long-term goals as well as to think creatively about what steps they would need to take to get there.

- \* Discussion Questions**
1. What were the steps involved to reach your goals?
  2. Are the steps realistic? What would be the first step you would need to take?
  3. How can you keep this goal in mind?
  4. Would you be able to develop a realistic plan to reach your goal in five years?

**\* Variations**

This activity can also be used as a team activity to help participants envision the ideal situation in their workplace. Each student would present his/her vision of the “ideal workplace” and talk about how they got there as a team.

**Remarks:**

Some students find this activity to be difficult if they are unaccustomed to planning and thinking in “long-term” dimensions. This exercise is especially valuable for these students.

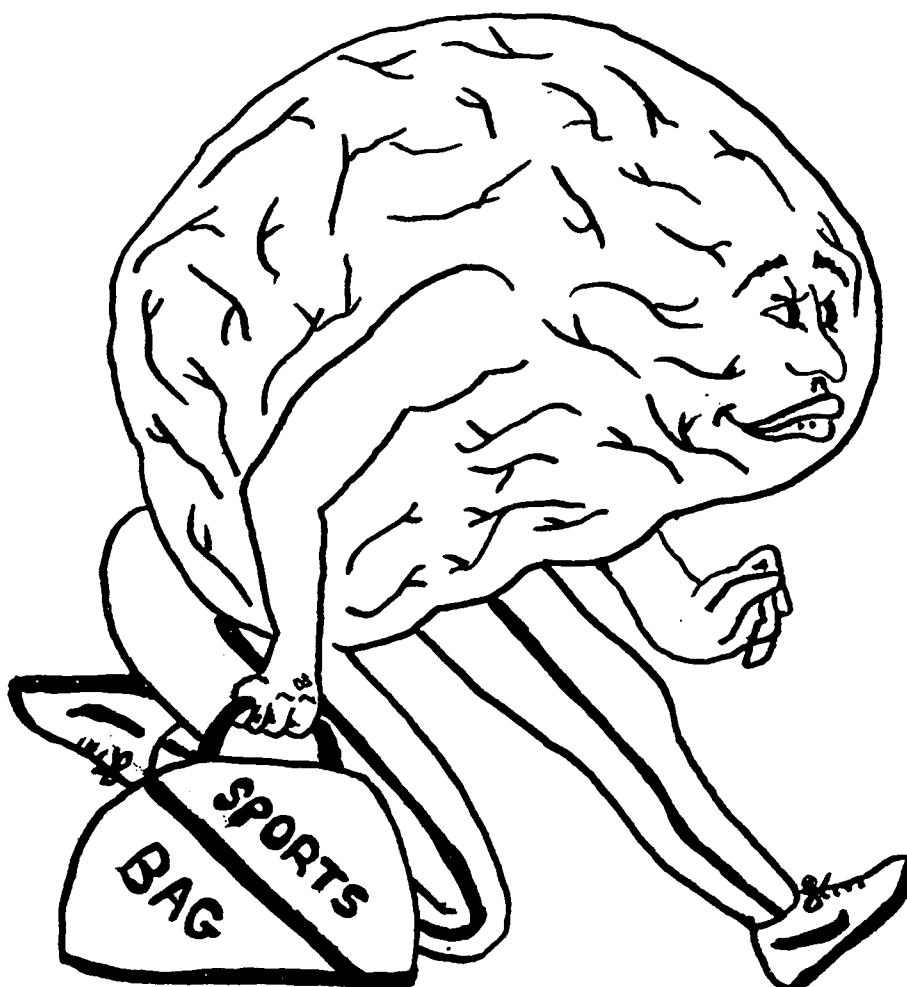
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# MIND FITNESS-----

## THE SPORTS BAG





The teacher is one who makes two ideas grow where only one grew before.

—*Elbert Hubbard*

This section has a variety of “equipment” in it. The Sports Bag contains many techniques and tools that the instructor can utilize throughout the class.

# INSTRUCTOR'S SPORTS BAG

## Learning Activity:

The “bag” holds many materials to be used in each class:

- Colored paper
- Flipcharts
- Games
- Highlighters
- Index cards
- Ink pads
- Markers - scented
- Mind Puzzles
- Nerf balls
- Pens/pencils
- Plain paper
- Ribbon
- Rubber stamps
- Scissors - different shapes
- Stars
- Stickers
- Tape

## THE AD

*MIND FITNESS*: When we think about fitness, we think about getting our bodies in shape. But what about getting our minds in shape? Mind Fitness is an exciting and fun class that teaches you *how* you learn, *what* your individual learning style is, and how to work with employees who have different learning styles. *MIND FITNESS* offers you a chance to discover your learning potential, build on your strengths, and improve your weaknesses. Key to the success of this class is our comfortable and non-threatening environment.

# WORK OUT SESSIONS: AN OUTLINE

## MIND FITNESS: WORK OUT SESSIONS

SESSION ONE: The Warm Up: Learning Your Style

Introductions  
Learning Experiences  
Differences in Learning  
Learning Inventory

SESSION TWO: Exercises: Stretching Your Learning Styles

Learning Inventory Completed  
The Learning Cycle  
Characteristics of Learning Styles

SESSION THREE: Cool Down: Putting Your Learning Style to Work

Applying Learning Style to Work Situations  
Six Thinking Hats and Problem Solving  
Learning Map  
Evaluation

## CALENDAR

After the first of the new calendar year, buy a calendar entitled: 365 Brain Puzzles. At the beginning of each class, distribute a puzzle to each student. This warm up exercise provides an opportunity for students to prepare for the class.

The calendar provides a collection of daily puzzles to include:

- Digital Dilemmas
- Missing Letters
- Anagrams
- Alphabet Soup
- Scrambled Sentences

## QUOTES:

*LEARNING IS A TREASURE WHICH  
ACCOMPANIES ITS OWNER EVERYWHERE.*

*ANONYMOUS*

*Destiny is not a matter of chance, it is a  
matter of choice; it is not a thing to be  
waited for, it is a thing to be achieved.*

*William Jennings Bryan*

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### **Executive Co-Directors:**

- Mary Crabbe Gerswhin
- C. Patricia Kelley Tank

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